

CALIFORNIA SCHOOLS

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SOME CHANGES EFFECTED BY UNIFIED SCHOOL DISTRICTS RECENTLY ORGANIZED IN CALIFORNIA

DRAYTON B. NUTTALL, *Chief, Bureau of School District Organization*

The data presented herein were obtained from school districts in California in connection with a study recently undertaken by the United States Office of Education to ascertain what changes had been effected by the formation of unified school districts in nine selected states. The school districts included in the study were those organized since 1944. At the time the data were gathered there were 26 unified school districts in California eligible on this basis to submit reports.

Of these 26 districts, 17 completed the requested report.¹ Data from these districts are discussed in the following paragraphs.

NUMBER AND CHARACTERISTICS OF DISTRICTS

Included in the 17 newly organized school districts were 106 former districts. Four of these former districts were not operating any schools at the time of reorganization. Eighty-six others were operating elementary schools only, 16 were operating high schools, and one was operating a junior college. Of the 106 districts involved in the reorganizations, one was a unified district which was included in a new and larger unified district.

The 17 new unified districts ranged in enrollment from 177 to 49,281 pupils in October, 1952. In geographic area they ranged from 4 to 2,500 square miles.

SCHOOLS OPERATED BY OLD AND NEW DISTRICTS

At the time of reorganization the old districts were operating 141 elementary schools, 31 junior or senior high schools, and one junior college. During the 1952-53 school year, the 17 new districts were operating 128 elementary schools, 37 junior or senior high schools, and one junior college.

Table 1 shows the type and number of schools operated by the new unified districts and by the former districts. The new districts have continued to operate 12 of the 39 one-teacher schools operated by the former districts. The reduction in the number of elementary schools currently in operation represents the extent to which small schools have been consolidated with others to create larger units. It is significant to note, however, that where necessary the small schools have been continued. Consolidation of attendance centers did not occur on the secondary level. The

¹ Reports were received from Arcadia, Corona, Culver City, Dixon, Fall River, Folsom, Hilmar, Long Beach, Lynwood, Mount Diablo, Owens Valley, Paradise, Plumas, Saint Helena, San Lorenzo Valley, Sierra-Plumas, and Tahoe-Truckee unified school districts.

increase in the number of schools represents increased enrollment, together with a trend toward including grades 7 and 8 in junior high school organizations.

TABLE 1

NUMBER OF SCHOOLS OF VARIOUS TYPES OPERATED IN 1952-53
BY SEVENTEEN NEW UNIFIED SCHOOL DISTRICTS, AND SIMILAR
DATA FOR THE COMPONENT DISTRICTS PRIOR TO UNIFICATION

Level and type of school	Number operated by new unified districts	Number operated by former districts
Elementary:		
One-teacher schools.....	12	39
Other.....	116	102
Total elementary schools.....	128	141
Secondary:		
Grades 7 to 9.....	12	9
Grades 9 to 12.....	12	17
Grades 7 to 12.....	13	5
Junior college.....	1	1
Total secondary schools.....	38	32
Total schools.....	166	173

Table 2 presents the number and per cent of schools by grade organization. The data demonstrate the trend toward including pupils enrolled through grade 6 in the elementary schools and including grades 7 and 8 on the secondary level. This is evidenced by the changes to be noted in grade organization. Prior to the formation of new districts, 47.5 per cent of the elementary schools were organized to include kindergarten through the sixth grade, or grades 1 through 6, leaving a balance of 52.5 per cent organized to include the eighth grade. After the reorganizations, 84.3 per cent of the elementary schools included grades only through the sixth.

On the secondary level more than one-half of the schools operated by the former districts were 4-year schools including grades 9 through 12. After the reorganizations, approximately one-third of the schools were organized as junior high schools to take care of grades 7 and 8, or grades 7, 8, and 9. Another third were organized to take care of grades 7 through 12, leaving the balance of approximately one-third maintained on a four-year basis. Approximately two-thirds of the secondary schools operated by the new unified districts included grades 7 and 8.

TABLE 2

NUMBER AND PER CENT OF SCHOOLS OF VARIOUS TYPES OF GRADE ORGANIZATION OPERATED ON ELEMENTARY AND SECONDARY LEVELS IN 1952-53 BY SEVENTEEN NEW UNIFIED SCHOOL DISTRICTS AND SIMILAR DATA FOR COMPONENT DISTRICTS BEFORE UNIFICATION

Grades included	Schools operated by new unified districts		Schools operated by former districts	
	Number	Per cent	Number	Per cent
Elementary:				
Kgtn.-6 or 1-6.....	108	84.3	67	47.5
Kgtn.-8 or 1-8.....	20	15.7	74	52.5
Total elementary.....	128	100.0	141	100.0
Secondary:				
7-9.....	12	31.6	9	28.1
9-12.....	12	31.6	17	53.1
7-12.....	13	34.2	5	15.7
13-14.....	1	2.6	1	3.1
Total secondary.....	38	100.0	32	100.0

THE TRAINING OF TEACHERS

Table 3 shows the number and per cent of teachers employed by the new unified districts and by the former districts, according to the amount of preparation or training they had received. The improved position of the new districts with respect to the employment of qualified teachers is evident. Concerning this point only 14 districts made complete reports. In these districts 1.9 per cent of the teachers employed before reorganization had less than two years of college training. In the new districts, in 1952-53, the proportion of teachers with less than two years' training had dropped to 0.6 per cent. The proportion of teachers having at least two years, but less than four years, of training dropped from 19.6 per cent in the former districts to 9.6 per cent in the new districts in 1952-53. The proportion of teachers with A.B. degrees increased from 55.2 per cent in the former districts to 64.9 per cent in the new unified districts in 1952-53, and the proportion of teachers with master's and doctor's degrees increased from 23.2 per cent to 24.9 per cent.

During 1952-53 approximately 90 per cent of the teachers employed by the reporting districts had bachelor's degrees or more college training than required for that degree. In the former districts, at the time of reorganization, the percentage of teachers with this level of training was 78.4.

TABLE 3

NUMBER AND PER CENT OF TEACHERS EMPLOYED BY FOURTEEN NEW UNIFIED SCHOOL DISTRICTS IN 1952-53 WHO HAVE HAD VARIOUS AMOUNTS OF TRAINING FOR THEIR WORK, AND SIMILAR DATA FOR TEACHERS EMPLOYED BY THE COMPONENT DISTRICTS PRIOR TO UNIFICATION

Amount of training	Teachers employed by			
	New districts		Old districts	
	Num- ber	Per cent	Num- ber	Per cent
Less than two years.....	18	0.6	43	1.9
Two years, less than four.....	294	9.6	438	19.6
A.B. degree.....	1,979	64.9	1,232	55.2
Master's or doctor's degree.....	757	24.9	518	23.2

SERVICES TO STUDENTS

The new districts included in the study were asked to report whether or not they were providing certain types of services and to report the number of former districts which provided these same services prior to the change in organization. Table 4 reports the number and per cent of districts supplying such services.

Four of the nine services mentioned are now being provided by all the new districts. These are (1) operating a general testing program, (2) providing audio-visual aids, (3) maintaining cumulative pupil records, and (4) providing for audiometer testing. All of the services are being provided by at least 10 of the 17 districts reporting. The provision of these same services in the former districts was most prevalent in the case of central library service, which was provided in 54.7 per cent of those districts. Examination of Table 4 will indicate the extent to which improvement has been made in the provision of these services to children.

The provision of hot lunch service for pupils was also reported. Since the change in organization, the serving of hot lunches has been established in 56 schools in which service was not provided prior to the change.

TABLE 4

NUMBER AND PER CENT OF SEVENTEEN NEW UNIFIED SCHOOL DISTRICTS PROVIDING NINE TYPES OF SERVICES TO STUDENTS IN 1952-53, AND SIMILAR DATA FOR THE COMPONENT DISTRICTS PRIOR TO UNIFICATION

Services provided	By new districts		By old districts	
	Num- ber	Per cent	Num- ber	Per cent
Testing service.....	17	100.0	48	45.3
Audio-visual aids service.....	17	100.0	48	45.3
Central library service.....	16	94.1	58	54.7
Cumulative pupil records.....	17	100.0	43	40.6
Remedial reading instruction.....	10	58.8	6	6.7
Special speech instruction.....	11	64.7	35	33.0
Audiometer testing.....	17	100.0	29	27.4
Dental clinic services.....	10	58.8	14	13.2
Physical examination service.....	13	76.5	14	13.2

SPECIAL SERVICE PERSONNEL

A report was made of the employment by the new districts of certain types of special service personnel. No comparison was possible in this respect with districts prior to the reorganization. Table 5 shows the number and percentage of districts now employing special service personnel in these service fields.

TABLE 5

NUMBER AND PER CENT OF SEVENTEEN UNIFIED SCHOOL DISTRICTS EMPLOYING EACH OF NINE TYPES OF SPECIAL SERVICE PERSONNEL

Special service personnel employed	Districts	
	Number	Per cent
General supervisors of instruction.....	9	52.9
Attendance supervisors.....	10	58.8
School nurse.....	14	82.4
School physician.....	9	52.9
Dental hygienist.....	4	23.5
Guidance counselor.....	10	58.8
Speech correctionist.....	7	41.2
Music supervisor.....	11	64.7
Art supervisor.....	4	23.5

USE OF SALARY SCHEDULE

Of the 17 districts reporting, 16, or 94.1 per cent, are operating with salary schedules for district personnel in 1952-53. Of the 106 old districts only 15, or 14.2 per cent, used salary schedules.

CURRICULUM IMPROVEMENTS

The most significant improvement in curriculum was the provision of additional opportunities for the seventh- and eighth-grade students. For these students, courses were added in shop work, arts and crafts, mechanical drawing, homemaking, music, typing, and science. These additions were generally the result of the establishment of junior high school organization.

On the high school level, courses added to the curriculum included library instruction, crafts, homemaking for boys, business machine operation, typing, agriculture, remedial English, general remedial instruction, machine shop, electrical shop, automotive shop, and printing shop. Subsequent to reorganization, each of the courses listed was provided by from 1 to 4 school districts. The most significant changes occurred in those cases in which small schools were involved.

On the elementary level the variety of courses added to the curriculum was not so great. However, the frequency with which they were added was considerably greater, and all districts, except those which had previously been large districts, reported improvements in some measure. The courses added included instrumental music, vocal music, remedial reading, arts and crafts, woodshop, kindergarten, and intramural recreation programs.

OTHER IMPROVEMENTS IN THE INSTRUCTIONAL PROGRAM

In addition to the changes in curriculum and the services to children, there was reported a more satisfactory organization of the instruction and curriculum program, better co-ordination and continuity between the educational programs at elementary and secondary levels, more effective supervision of instruction, and more co-operation between levels in the handling of pupil problems.

ADMINISTRATIVE IMPROVEMENT

In addition to changes directly affecting the children, virtually all districts reported improvements in business and administrative procedures. Most frequently mentioned were the reorganization of maintenance and operation work, improvements in transportation of pupils, improvements of purchasing and accounting procedures, improvements in personnel management, improvements in lunch and cafeteria programs including such things as central kitchens, establishment of warehouses, and improvement in handling of supplies and equipment.

CONCLUSIONS

It seems evident from the foregoing that the establishment of unified school districts in California has resulted in definite, measurable improvement in the operation of schools. Improvements have occurred in the organization of school units, resulting in the elimination of some small schools and establishment of junior high schools or other provisions for improvement in the program for seventh- and eighth-grade pupils. There have been improvements in the training level of teachers employed by the districts. There have been significant improvements in the quantity of services rendered to pupils. There have been improvements in the curricular offerings made available in the schools of the new districts. There have been improvements in the general organization and co-ordination of the educational program, and there have been improvements in the administration and business procedures used by the school districts.

Report of a CONFERENCE ON INEQUALITIES OF EDUCATIONAL OPPORTUNITY¹

Prepared by HELEN HEFFERNAN, *Assistant Chief, Division of Instruction*

PURPOSE OF THE CONFERENCE

The purpose of the Conference on Inequalities of Educational Opportunity was set forth in a letter from Clarence Faust, President of The Fund for the Advancement of Education Established by the Ford Foundation, dated November 21, 1952, in which he said:

One of the problems with which The Fund for the Advancement of Education has become concerned is that the educational opportunities commonly thought of as the right of any child or young person in this country are in fact not equally available to all groups. We find that the problem of educational inequality cannot be defined simply in terms of race, national origin, or geographic location, although the opportunities are generally less adequate in isolated rural areas, in schools which serve a population segregated by law or custom, and in those located in economically depressed sections of cities which house a disproportionate number of the foreign-speaking members of our communities.

While we recognize that the educational inequalities are often rooted in economic and social factors beyond the scope of The Fund's activities, we are confident that much can be done by direct attack on critical educational aspects of the problem. We should like, therefore, to explore the possibilities of developing a consistent program within the framework of which we can assist experiments and developments designed to promote greater equality of educational opportunity and thus to remove the drag on the general advancement of education.

The many common factors in the educational problem of Negroes, Indians, Spanish-speaking persons in predominantly English-speaking communities, of migrant workers, isolated rural dwellers, and inhabitants of depressed economic areas—urban as well as rural—suggest the desirability of looking at the problem of educational opportunities as a whole and of considering similar problems in other countries.

CONFERENCE MEMBERS

The following persons constituted the conference personnel:

CHANCELLOR JAIME BENITEZ, University of Puerto Rico
HORACE MANN BOND, President, Lincoln University, Pennsylvania
I. A. DERBIGNY, Vice President, Tuskegee Institute, Alabama
HELEN HEFFERNAN, California State Department of Education
FRANCIS HUTCHINS, President, Berea College, Kentucky
ALONZO MORON, President, Hampton Institute, Virginia (representing Governor de Castro of the Virgin Islands)
RUTH A. MORTON, American Friends Service Committee, Philadelphia, Pennsylvania
HENRY J. OTTO, University of Texas
GEORGE I. SANCHEZ, University of Texas
LYLE SAUNDERS, University of Colorado
PAUL S. TAYLOR, University of California, Berkeley

¹ Held under the auspices of The Fund for the Advancement of Education Established by the Ford Foundation, at Huntington Hotel, Pasadena, California, January 3-4, 1953.

The Fund was represented by

CLARENCE FAUST, President

O. MEREDITH WILSON, Secretary

ELIZABETH PASCHAL, Executive Associate

PROCEDURE

The size of the group made the method of free discussion possible. No attempt was made by the Chairman to structure the meeting or to direct it to preconceived goals. The unstructured nature of the discussion, however, makes difficult the reporting of the many significant contributions. At the beginning of the conference, each member took five or ten minutes to identify his particular interest in the problem. Statements of members are summarized in the following twelve paragraphs.

DISCUSSION

Dr. Faust: The problem has risen from a large number of applications made to The Fund which have to do with inequalities of educational opportunity. How any agency that arises above the local level can do anything about the problem is a question. The staff of The Fund has been endeavoring to get some insight into the nature of the problem. One proposal has been to provide scholarships for students who are not able to go to college. But experience has proved that this problem is more than an economic one; something happens so students actually do not take advantage of scholarships after they secure them. Family opposition, offers of employment, desire to marry are all causes of failure of individuals to take advantage of scholarships. Another proposal has been incorporated in a variety of proposals related to the training of teachers. Here the question arises—if a good job of training is done, the teachers are likely to be drawn off to better communities. The whole problem is not one peculiar to continental United States. There is an enormous urgency for equal opportunities in other countries. The general problem seems exceedingly important and an effort might be made to tackle it on an over-all basis.

Dr. Benitez: The University of Puerto Rico is spending \$600,000 a year on scholarships. Puerto Rico needed doctors. Only sons of wealthy parents could afford to study medicine. Through the scholarship program, Puerto Rico produced 700 doctors who are committed to work for the government for the same number of years they have received the scholarship. The medical profession itself was first hostile, then skeptical, then observational, and is now actively participating in the program. The University is now extending a similar program in the social sciences. The program is bringing Puerto Rico to a much higher level of living and is helping to solve the many problems arising as Puerto Rico emerges from a feudal agricultural community to a technological civilization.

Dr. Otto: The entire Southwest is concerned with the acculturation of the Mexican-American group. This process cannot take place unless the people become skillful in the use of the language of the country; such skill is a vocational necessity. Texas has no state-wide program for the acculturation of these people. The problem is a two-fold one and includes children's education and parents' education. Effort should be made to have these two programs move forward concurrently. The only time children learn any English is when they are in school. The problem of the Spanish-speaking segment of our population is a national problem because when these people move to another area they take their cultural disadvantages with them.

Dr. Bond: The problem of the Negro must be viewed as one of fundamental equalitarianism. The Negroes do not present the gross language problem of the Spanish-speaking but they do have a language problem. The major problem is one of social justice. Every child in America should have every opportunity to achieve his fullest development. The effect on personality of being a minority person in a majority world is inescapable. What happens to the personality of the Negro child? We are a long way from equality. Recently, I have been studying in Africa; there the people have a very different psychology than that of the American Negro. It is the psychology of a black population that does not feel inferior.

Miss Morton: My interest stems from the time I was a supervisor of rural schools. The experience of a community service program leads me to believe that parents must be brought along with the children in order to influence the entire community. The American Friends Service Committee uses no techniques in a project that are not repeatable in any community. In one community service project in the South, a credit union was organized; now credit unions have moved across the entire South. Where we are failing most with these people is in the matter of value judgments. Values are materialistic; success is measured in terms of a big house and a big car, or similar status symbols. Many of these people are hindered by their superstitions. Our great need is leadership, teachers who are able to work with entire families. In facing these problems, ways to facilitate the emergence of social-moral values are important. We must work in ways to remove ignorance, build resistance to propaganda, enable people to help themselves.

Dr. Taylor: Twenty-five years ago I carried on studies of Mexican-American laborers. The total social and economic situation was considered in these studies. In all my research, I became aware of the enormous importance of the school. To be sure, the school cannot do it all, and certainly not through the classroom alone. The school must be concerned with the family situation. The total community needs to be understood; it needs to be helped to develop its own leadership. Schools are the major focus around which something can be done. If both the minority and majority groups attack the problem better results will accrue. The attack on the problem must be diverse; no single approach will suffice.

Dr. Derbigny: I was born into the situation. My experience has been in Virginia and Alabama. We need to establish a few basic assumptions. Negro people need everything that goes into every sound educational effort without abridgment. The availability of education is limited in the Southeast. One high moral value is usefulness. The minority Achilles does have an economic heel; poor people do not make the best material on which to build the highest values. Provision must be made for economic (vocational) education. Negro education must put emphasis on training which will improve the individual's economic condition. Courses in agriculture, engineering, teacher-education are important.

Dr. Sanchez: I, too, was born into a minority group. In my pessimistic moments, I get a little frightened at the little progress we have made. We need a great deal of action research; we need to demonstrate improved procedures; we need to increase greatly all the services we are now giving. We need to strike out in unorthodox fields. We need to find ways to develop and use the energy of indigenous leadership. The Navajo Tribal Council, for example, is struggling on its own. It could be made an agency for leadership—could select the persons to receive scholarships. The Spanish-speaking people are in the same boat; we get them through school and then fail to harness them to the problem. We need to give thought to the indigenous groups and to the professional groups who are trying to do something about the problem and provide them with the gasoline to make the machinery run.

Dr. Moron: Recently, I have been studying problems of education in the Virgin Islands. These islands were bought from Denmark in 1917. The school system goes through high school. Many students go to University of Puerto Rico and to universities in the United States. These students constitute a group who have returned and hold significant positions. A feudal economy persists in the Virgin Islands; population is sharply divided on the basis of wealth and family background. Number of teachers available are insufficient fully to staff the schools. The problem is one of financing the schools; last year \$70 was spent for the education of each child. The Virgin Islands show the impact of a tourist group on a depressed culture. The common people are suspicious of people with property and so refuse to elect them to the Legislature. The result has been to elect to the Legislature a group lacking in experience to meet the financial problems.

Dr. Hutchins: Berea College is concerned with the 44 counties of Eastern Kentucky. A million people live in these counties. Leslie County, for example, has the largest birth rate of any county in the United States and an average annual income of \$700. The problem of Berea College is what can be done to educate teachers for the area and to provide an education which will help solve the problems inherent in a typical, socioeconomically depressed area.

Miss Heffernan: To solve this problem of inequalities of educational opportunity, in all of the forms it takes, will require more education of the public through all the forms of mass communication—the press, radio, television. When the people have the necessary facts and information concerning educational inequalities, they will find a way to deal intelligently with them. Inequalities are found in areas of geographic isolation—so throughout the country rural children face life with an inadequate background of education. The ability to support education varies between and within states; and inequalities are found in economically depressed areas; the solution lies in federal aid to education, provision of equalization funds, establishment of larger units for financial support. Inequalities arise from the discrimination of the dominant group against people of foreign background, dark skin, or lower class. The solution lies partly at least in community studies involving participation by minority and majority groups and in the elimination of policies of segregation in schools. Mobility of our seasonal agricultural workers creates problems of serious concern to education, involving continuity of education, socialization, provision for special services of health, social welfare and psychological services. That we have failed to meet the needs of our Spanish-speaking people is shown by the fact that although only 10 per cent of our people are of Mexican descent, 40 per cent of youth involved in crime and juvenile delinquency come from this group.

Mr. Saunders: (Mr. Saunders was unable to participate in the first day of the conference but during the subsequent discussion drew on his extensive experience in sociological studies of the Mexican-American population.) The presence of the wetbacks has had many adverse effects; three can be singled out for brief mention: continuing poverty, retarded assimilation, and the perpetuation of ethnic hostilities. The wetbacks depress wages so that resident citizens with families to support cannot maintain even a minimum standard of comfort and decency when forced to compete with them in the labor market. Cultural peninsulas are constantly being reinforced and strengthened by frequent and extensive contacts with the wetbacks. The retarded rate of assimilation is revealed by second- and third-generation citizens who do not speak or are not fluent in the language of their country, in poor school attendance records, in low educational attainments, in abnormally high concentration in unskilled occupations, in the persistence of separate, segregated institutions and in subjective out-group feelings toward non-Spanish speaking citizens. The effect of the presence of wetbacks on local people tends to perpetuate ethnic hostilities.

A mutually satisfactory adjustment involving a considerable cultural and perhaps even biological blending of both groups might have been reached had it not been for the continual inflow of large numbers of wetbacks. The wetback is a source of social and economic infection which manifests itself in disorganization, migratory populations, segregated schools, hostilities and tensions, political apathy, economic waste, peonage, and a divided citizenry.

AREAS OF PROMISE FOR INTENSIVE CONSIDERATION

The group agreed that the discussion had uncovered many of the causes of inequality of educational opportunity, which could be summarized under the following headings: (1) economic factors, (2) geographic isolation, (3) cultural diversity, (4) language, (5) mobility, (6) prejudice, (7) low level of parental aspirations for children, and (8) poor community standards and environmental conditions.

Many lines along which improvement might take place were discussed, among them the following:

1. Improvement of teaching of language in schools
2. Development of closer relationship between school and community
3. Development of programs of parent education
4. Providing assistance to indigenous organizations in their leadership programs
5. Providing assistance to professional individuals and organizations actively engaged in promising work on the problem
6. Carrying on programs designed to educate the general public to the needs and to develop attitudes of humanitarianism
7. Developing teacher-education programs which focus attention on these problems
8. Selecting young people representative of these groups for scholarships which commit the recipients to at least some subsequent professional service to their group
9. Stimulating advanced study of the basic social and economic causes of educational inequality which go far beyond the school situation itself
10. Promoting programs of vocational education designed to provide individuals with the economic basis for a good life
11. Promoting studies designed to provide systems of financial support which will equalize educational opportunity over large tax units
12. Promoting educational demonstration programs designed to build highest social and moral values

The proposals were considered and the group decided to focus discussion on the following:

1. Problems of language instruction
2. Problems of the relation of vocational education to general education

3. Problems related to the education of teachers
4. Problems of community relations and education

Detailed discussion for a number of hours defined specific ways to approach the problems.

SUMMARY

The following statements represent a consensus of the group thinking at the end of the conference:

1. The problem of inequality of educational opportunity is one of community, state, and national concern; building public awareness of the problem is urgently needed.
2. Any program planned to relieve inequalities of educational opportunity should take into account the dignity of the persons concerned; members of the community should be involved in active participation.
3. Any such program should result in helping minority groups to help themselves. Every effort should be made to bring up the morale of the minority groups. Spiritual strength comes to the Negro people, for example, from such basic symbols as Marian Anderson, Ralph Bunche, and Joe Louis.
4. Programs should develop informative data and useful instructional materials. Confirmatory research is needed on language instruction, home training, community acceptance.
5. Programs should be built on a belief in human equality and dignity and on an acceptance of cultural differences within a framework of common loyalties.
6. Programs should have a comprehensive approach designed to improve the economic as well as the cultural and social opportunities; co-ordinated action of psychologists, sociologists, economists, anthropologists, and educators should be focused on the problem.
7. Programs should have continuity over a sufficient time to guarantee continuance of the activities initiated for improvement in the particular phase of the problem involved.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

CHANGES IN BUREAU OF SCHOOL ACCOUNTS AND RECORDS

The name of the Bureau of School Accounts and Records was changed on February 1, 1953, to Bureau of School Apportionments and Reports.

RAYMOND H. JOHNSON, formerly Field Representative in General School Administration, was promoted on March 25 to the position of Assistant Chief, Bureau of School Apportionments and Reports, to serve under Ralph R. Boyden, Chief of the Bureau.

APPOINTMENT OF JUNIOR COUNSEL

MALCOLM REDFIELD PEATTIE has been appointed as Junior Counsel in the Office of the Administrative Adviser. He is a graduate of Pomona College and holds the LL.B. degree from Stanford University Law School. His experience includes employment as student assistant in the office of the District Attorney of Santa Barbara County.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

NEW PUBLICATIONS

List of California Educational Institutions Approved to Offer Training to Veterans under Public Law 346 as Amended and Public Law 550. Sacramento 14: California State Department of Education, February, 1953. Pp. vi + 34 (photo offset from typewritten copy).

This list is prepared annually by the Bureau of Readjustment Education, which has the responsibility of receiving applications for approval from institutions desirous of offering training to veterans, to inspect their facilities from the standpoint of equipment, personnel, instruction, and recognition, and to grant or refuse to grant the desired approval. The public high schools of California have been approved for such training, under Public Law 346 (the "GI Bill of Rights") and also under Public

Law 550 which applies to veterans in service since June 27, 1950. Approved schools other than public day high schools are listed in this publication. Each entry gives the name and address of the school, the typical courses offered, and the name of the faculty member or members acting as veterans advisers. Unless otherwise stated in a footnote, each institution has been approved under both these laws.

Copies of the publication have been sent to federal and state offices concerned with advisement of veterans in California and to advisers of veterans in colleges, junior colleges, and high schools. There is no charge for the publication. Single copies desired by persons active in counseling of veterans are available upon request to the Bureau of Textbooks and Publications, State Department of Education.

JESSE FEIRING WILLIAMS. *Alcohol: The Study of a Current Problem. A Manual of Basic Information for Teachers.* Sacramento 14: California State Department of Education, 1953. Pp. viii + 62.

Education concerning alcohol is considered to be one phase of the larger problem of health education in California public schools. Such a program envisions helping each pupil to achieve his maximum potential in growth and development, assisting him to make wise choices based on accurate and scientific information about health, and encouraging him to assume the responsibility for his own health and the health of others.

This manual was prepared under the direction of the Bureau of Health Education, Physical Education, and Recreation, with the assistance of several state-wide committees. It was recommended by the State Curriculum Commission for adoption as a teacher's manual, and adopted for such use by the State Board of Education. The manual contains basic information for classroom use, to assist school administrators and their staff members who are responsible for developing appropriate instruction units pertaining to education about alcohol.

The manual has been distributed to county, city, and district superintendents of schools and to principals of public elementary and secondary schools. Additional copies are available for each elementary school teacher and all secondary school teachers who have responsibilities for instruction on the effects of alcohol. Orders will be accepted from superintendents of schools rather than individual school principals, except in the case of high schools in districts without superintendents. The price to others is 25 cents per copy, plus sales tax on California orders.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the March, 1953, issue of *California Schools*.

BUSINESS SUBJECTS	Prices	
	New	Exchange
Business Machines		
Agnew & Goodfellow, <i>Full-Keyboard Adding Listing Machine Course</i> , second edition (1953). South-Western	\$0.64	\$0.60

Handwriting			Prices	
			New	Exchange
Lyon, <i>Applied Penmanship</i> (1953).....	South-Western		\$0.86	\$0.81
ENGLISH				
Composition, Grammar, and Rhetoric				
Tressler, <i>Grammar in Action</i> , third edition (1953).....	Heath		1.98	1.86
HOMEMAKING				
Home Management and Family Living				
Justin & Rust, <i>Today's Home Living</i> , revised (1953).....	Lippincott		3.04	2.96
Interior Decorating				
Trilling & Nicholas, <i>Design Your Home for Living</i> (1953)	Lippincott		3.04	2.96
MATHEMATICS				
Geometry—Plane and Solid				
Mallory & Oakley, <i>Plane Geometry</i> (1953).....	Sanborn		2.11	2.06
Shute, Shirk & Porter, <i>Solid Geometry</i> (1953).....	American		1.98	1.89
SCIENCE				
General Science				
Brandwein & Others, <i>You and Your World</i> (1953).....	Harcourt		2.37	2.22
Burnett, Jaffe & Zim, <i>New World of Science</i> (1953).....	Silver		2.82	2.64
SOCIAL STUDIES				
Civics and Citizenship				
Allen & Wirth, <i>This Government of Ours</i> (1953).....	American		2.78	2.65
Keohane, Keohane & Herrick, <i>Government in Action</i> , third edition (1953).....	Harcourt		3.17	2.97
Posey & Huegli, <i>Government for Americans</i> , western edition (1953)	Row		3.04	2.85
Social Problems				
Greenan, <i>Everyday Problems of American Democracy</i> (1953)	Houghton		3.06	2.88
Rienow, <i>American Problems Today</i> (1953).....	Heath		3.20	3.00
VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS				
Automotive Mechanics				
Frazee & Spicer, <i>Automotive Collision Work</i> (1953).....	Amer. Tech.		3.96	_____
Electricity				
McDougal, Ranson & Dunlap, <i>Fundamentals of Electricity</i> , second edition (1948).....	Amer. Tech.		2.40	_____
Mechanical and Engineering Drawing				
Burke, <i>Architectural Lettering for Plans and Ornamental Design</i> (1953)	Amer. Tech.		4.80	_____
Miscellaneous				
Bast, <i>New Essentials of Upholstery</i> (1946).....	Bruce		2.73	2.27

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the March, 1953, issue of *California Schools*, to replace editions previously listed.

AGRICULTURE		Prices	
		New	Exchange
Elementary Agriculture			
Boss, Wilson & Petersen, <i>American Farming, Agriculture III</i> (1952)	Webb	\$3.20	\$2.80
GERMAN			
Betz & Holzwarth, <i>A Second German Book</i> (1952)	American	2.50	2.39
HOMEMAKING			
Child Care and Development			
Goodspeed, Mason & Woods, <i>Child Care and Guidance</i> , revised (1953)	Lippincott	2.56	2.50
MATHEMATICS			
Arithmetic and General Mathematics			
Upton, <i>Short Course in Arithmetic</i> (1953)	American	.74	—
Geometry—Plane and Solid			
Shute, Shirk & Porter, <i>Plane Geometry</i> (1953)	American	2.08	1.99
SOCIAL STUDIES			
Civics and Citizenship			
Capen, <i>Being a Citizen</i> (1953)	American	2.62	2.50
Walker, Beach & Jamison, <i>Government of the United States</i> (1953)	Scribner's	2.27	2.13
Family Relationships			
Groves, Skinner & Swenson, <i>The Family and Its Relationships</i> , third edition (1953)	Lippincott	3.04	2.96

INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA DISTRICT COURTS OF APPEAL

Attorney's Fees Not Recoverable in Mandamus Proceedings to Establish Status as a Permanent Teacher

A teacher is not entitled to recover, as costs or necessary disbursements, fees to the attorney representing him in a successful proceeding for a writ of mandate establishing his status as a full-time teacher, following action of the governing board reducing his status from a full-time permanent teacher to a part-time permanent teacher.

The court implies but, since the question was not directly before it, does not decide that he could not have recovered such fees even though the action were brought by the governing board under Article 2, Chapter 11, Division 7 of the Education Code. It discusses briefly but does not decide whether such fees would have been recoverable if the teacher had alleged and proved such fees as damages. (*Holbrook v. Board of Education*, 113 A.C.A. 915.)

Acts Constituting Grounds for Dismissal of a Permanent Teacher

A particular act or omission of a teacher may at once constitute unprofessional conduct, evident unfitness for service, and a persistent violation of or a refusal to obey pertinent laws and regulations. In a complaint filed pursuant to Education Code Section 13529 by a governing board of a school district against a permanent teacher, acts or omissions charged may, therefore, be included under more than one cause of dismissal enumerated in Education Code Section 13521.

Refusal of a teacher to recognize constituted authority may unfit a teacher for service. Refusal to accept an authorized assignment is a violation of school laws for which a teacher may be dismissed. Willful refusal to obey reasonable rules and regulations is insubordination.

A board of education need not produce evidence as to what constitutes unprofessional conduct. Whether acts and omissions charged and found to be true constitute unprofessional conduct is a judicial question, and the responsibility for determining it is on the trial court (Education Code 13529).

Special defenses setting forth the motive of the board in dismissing a teacher were not properly included in the teacher's answer since the motive was not important if the board had a legal right to dismiss her. However, evidence as to justification, provocation, motive and the like was admissible on the issue whether the acts charged were sufficient grounds for dismissal. (*Board of Education v. Swan*, 114 A.C.A. 397.)

NOTE: A hearing in this case has been granted by the California Supreme Court.

Residence on Military Reservation as Affecting Right to Vote

Residence on a military reservation of the United States within California is residence within the state entitling residents to the right to vote under Section 1, Article II of the Constitution of California. This holding is based upon the fact that California has jurisdiction over the areas in substantial particulars with the result that the United States does not have exclusive jurisdiction and the area remains a part of the State of California. (*Arapajolu v. McMenamin*, 113 A.C.A. 900.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, *Administrative Assistant*

COUNCIL OF STATE COLLEGE PRESIDENTS

Much of the responsibility for co-ordinating the programs of the California state colleges rests in the Council of State College Presidents. This group meets informally at monthly intervals throughout the college year for discussion of problems of mutual interest in the administration of the college programs.

The Director of Education initiated these meetings originally to assist him in the formulation of basic policies and to facilitate the many administrative details connected with the operation of the colleges. Particularly significant has been the preparation of a "Handbook of Administrative Policies and Procedures for State College Presidents," which has been extremely helpful in systematizing the operating procedures within each institution.

The Council of State College Presidents transacts many of its research projects and other studies through a committee framework with some twenty committees actively at work at the present time.

CALIFORNIA SCHOOLS FOR THE DEAF

At Berkeley. During the last twenty-five years, the California School for the Deaf in Berkeley has grown in enrollment from 200 to 452 students; in teaching staff from 15 to 58; and in counseling staff, from 10 to 42 persons. The plant has grown from 10 buildings, nearly all out of date, to 20 modern and efficient buildings. The cost of operation of the school in 1928 was \$155,000 per year; today it is approximately \$1,000,000.

At Riverside. The first unit of the new California School for the Deaf in Riverside was opened for about 56 deaf youngsters during the first week of February, 1953.

Under the supervision of the State Division of Architecture, the contract architects have planned a thoroughly modern school plant and attractive dormitory facilities which will bear comparison with those of any other school for the deaf in the United States. The school enjoys a natural site of great beauty, which will be enhanced by appropriate planting. The buildings are all of one-story construction, many of them connected by covered arcades which give shelter from sun and rain.

The superintendent of the new school has succeeded in gathering an excellent staff of teachers, counselors, and supporting employees who are entering upon their duties with enthusiasm. Many civic organizations in Riverside have co-operated with the superintendent in giving the new School for the Deaf a favorable place in the community.

It is planned to complete a sufficient number of classrooms and dormitory units to admit 225 pupils starting in September, 1953.

PROGRESS REPORT ON ENGINEERING EDUCATION

Approval of the recommendations on higher education in engineering prepared by the Liaison Committee of the Board of Regents of the University of California and the State Board of Education was given by the respective boards at their meetings on February 27, 1953, in Los Angeles. These recommendations had been developed after considerable study by the Joint Staff of the Liaison Committee and the Technical Advisory Committee, which has been carrying on the work begun by the Deutsch-Douglass-Strayer survey committee.¹ The approved recommendations on engineering education follow:

1. Both boards should recognize a responsibility of the state colleges in the field of engineering on the level between technical training of the junior colleges and the professional and research departments of the University.

2. The State Board of Education should take appropriate action to insure that the engineering curricula of the state colleges will have certain agreed upon characteristics and limitations.

3. Approval not only of the engineering curricula now offered in the state colleges but also subsequent ones should be given by the State Board of Education in accordance with present legislation after the criteria for such approval have been met and a need for additional facilities has been demonstrated.

4. The future development of engineering in the University of California will apparently not be centered about increased size but will give emphasis to a redistribution of the total student body in the field of engineering, which will give increased importance to advanced and research work in the field.

5. Catalogs of the state colleges and the University should indicate the varying emphases being given by the state colleges and the University.

6. The University will adjust its engineering curricula so that qualified students in engineering or in applied science in the state colleges who wish to change the emphasis in their vocational objective may enter either of the colleges of engineering at the University and obtain a degree or degrees without undue duplication or loss of time.

7. There should be joint consultation among the junior colleges, state colleges, and the University on meeting the total engineering needs of the different parts of the state in the most effective and economical manner.

8. The state colleges should continue to offer the degree of Bachelor of Science in Engineering.

9. Approval should be given to the criteria which have been designed to differentiate between the engineering programs to be offered in the state colleges and the University.

¹ A Report of a Survey of the Needs of California in Higher Education, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education by the Committee on the Conduct of the Study (Monroe E. Deutsch, Aubrey A. Douglass, and George D. Strayer, Chairman), March 1, 1948. [Berkeley: University of California], 1948.

MEETINGS ON EDUCATIONAL TELEVISION

As an outgrowth of the Governor's Conference on Educational Television, regional conferences on this subject are being planned or have been held in Plumas, Shasta, Sonoma, Sacramento, Mariposa, Fresno, San Bernardino, Los Angeles, Riverside, and San Diego counties.

A. John Bartky, Dean of the School of Education at Stanford, is serving as chairman of the Governor's Citizens Committee on Educational Television; William Joyce of Pasadena is co-chairman; Francis Noel, Chief of the Bureau of Audio-Visual Education, is executive secretary. The first meeting of the committee was held on February tenth in Sacramento.

PARTICIPATION IN THE SCHOOL LUNCH PROGRAM

Pupil participation in the National School Lunch Program has almost tripled in California since 1946. At the present time approximately three thousand California schools are providing either lunches or milk to more than 670,000 children each school day. It appears, however, that the saturation point may have been reached so far as pupil participation is concerned. During the 1951-52 school year about 46 per cent of the children in the schools that participated in the National School Lunch Program received either lunches or milk. Although the total number of children served has continued to increase, the proportion of pupils receiving lunches or milk during 1952-53 has decreased to 44 per cent. Reduced reimbursements and increasing operational costs, resulting in increased charges to pupils, are apparently responsible for the reduced percentage of children benefiting from the program.

COUNTY COURSE-OF-STUDY MATERIALS

A quantitative study by the Elementary Education staff on "Course-of-Study Materials Provided to Teachers by the Offices of County School Superintendents, 1951-52" has been completed.

The study entailed examination of 623 items, ranging from complete courses of study for all subjects and all grades to material developed as a unit of study in a particular subject. Supplementary items included materials catalogs, service handbooks, and curriculum guides for areas closely related to general instruction, such as speech instruction.

Major trends of curriculum development are apparent when these materials are viewed statewide. History, geography, and civics are developed as social studies; reading, writing, spelling, and language are frequently included under the comprehensive title language arts. Increasing attention is being paid to the interrelationships inherent in human experiences, formerly categorized as separate subject disciplines.

Another trend is the concern for provision of experiences based on the interests and growth and developmental needs of children. This concern

is most frequently noted in guides for kindergarten teachers but is beginning to permeate courses of study provided for the instruction of other groups: primary, intermediate, and upper grade pupils, slow and rapid learners, physically handicapped boys and girls, and children with particular personality and adjustment needs.

An outline entitled "Criteria for Evaluation of Courses of Study in Terms of Usefulness to a Teacher" is under preparation by the elementary education staff.

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A list of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. The principal calendar for each school year is published in the September issue of *California Schools*, additions and corrections being printed in subsequent issues whenever notifications are received from the organizations responsible for scheduling the various events. In order to be published in any given issue of this periodical, information must be in the hands of the editor by the end of the first week of the preceding month.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1953

<i>Date—1953</i>	<i>Organization</i>	<i>Place</i>
May 2	California Speech Therapy Association, Northern Section Meeting	389 Bay St., San Francisco
May 2	Southern California Continuation Association, Norwalk Spring Meeting	
July 9, 10, 11	California School Employees' Association, Annual Conference	Shattuck Hotel, Berkeley
October 18-21	California School Trustees Association, 1953 Annual Convention	Municipal Auditorium, San Jose

SPRING SCHOOL SAVINGS JOURNAL

The Spring 1953 issue of the *School Savings Journal*, published by the Treasury Department in quantities to provide a copy for each teacher in the United States, presents data indicating that the School Savings program has been advancing steadily for the past three years. Savings stamp sales, quoted as a good gauge of progress, increased from eleven million dollars in 1950-51 to fourteen million dollars in 1951-52.

Articles in this issue describe the co-operation between banks and schools in successful School Savings programs in the states of Washington and Massachusetts; emphasis in Utah on saving as a community activity; integration of School Savings with regular school subjects through pupil initiative in Mitchell, South Dakota.

With this issue, the size of the Journal page is reduced to 8½ by 11 inches. A new, separate, colored poster entitled "See! My Stamps Grew Into a Bond," on heavy paper is available from State Savings Bonds Offices at 821 Market St., San Francisco 3, and 117 West Ninth St., Los Angeles 15.

THE NEW SAVINGS BONDS

The U. S. Treasury asks school personnel to disseminate the following information about the new Series E Savings Bonds.

HERE'S WHY THE NEW SAVINGS BONDS ARE BETTER BUYS THAN EVER BEFORE

E Bonds now earn 3 per cent interest, compounded semiannually, when you hold on to them until they reach their full value. Smaller return if cashed sooner.

Much bigger interest earned in the early years of the bond's life. You'll get considerably more interest than you used to if you are forced to cash them in before they mature.

The E Bonds reach full value in less time. It now takes only 9 years 8 months for an \$18.75 bond to be worth \$25.

If emergencies come up, you can still cash in an E Bond 60 days after you buy it.

The amount you pay for the bond and any interest it earns is guaranteed by the United States Government. There's no safer place to save.

If your bond should be stolen or accidentally destroyed, a new one will be issued to you replacing it without cost. Write Divisions of Loans and Currency, Merchandise Mart, Chicago 54.

E Bonds can be held as long as 10 years after maturity date with interest continuing at 3 per cent. A bond that cost \$75 ten years ago is worth \$100 now, will be worth \$134.68 in 1963.

Bonds are easy to buy on the Payroll Savings Plan. A small amount out of each paycheck does it.

"WATER MAP OF CALIFORNIA"

The Water Economics Committee of the Irrigation Districts Association of California has again made available for distribution to secondary schools a limited supply of its 1951 "Water Map of California."

This map is 38 by 27 inches and diagrammatic in type so that it looks like a drawing of a relief model. It presents the features of the State Water Plan, including presently authorized features of the Central Valley Project, other present and proposed features of the United States Bureau of Reclamation in California, and the principal features of the flood control program prepared by the Army's Corps of Engineers. In short, practically every existing or proposed California water development project from the Oregon line to the Mexican border is clearly portrayed.

This map is regularly priced at two dollars, but the Irrigation Districts Association, because of its continuing and vital interest in the program of conservation education in California schools, is making a limited supply available for free distribution to secondary schools on the basis of not more than two maps per school. Teachers in secondary schools have found this map to be very useful as instructional material in conservation education.

Requests for copies of the map may be addressed to Bert L. Smith, Secretary, Water Economics Committee, Irrigation Districts Association, 932 Pacific Building, San Francisco, California.

SCHOOL BIBLIOGRAPHY ON FORESTS

The American Forest Products Industries, Inc., of 1319 Eighteenth St., N.W., Washington 6, D.C., offers graded instructional materials on forest conservation free to teachers, group leaders, and librarians. These booklets, wall displays, filmstrips, and motion pictures especially prepared for school use are listed in a 16-page pamphlet, *School Bibliography: Our Forests, Their Use and Conservation*, which will be sent upon request to the Industries office. An order blank is provided on the last page. Some of the items are obtainable in classroom quantities and may be ordered by school officials for a number of classes or schools.

SCHOLARSHIPS IN ENGINEERING

Establishment of the Lockheed Leadership Fund to finance 20 four-year scholarships as part of a national program to attract more talented young Americans into engineering and industry was announced early in April by the Lockheed Aircraft Corporation of Burbank, California.

Fifteen awards will be offered in nation-wide competition, administered by at least 15 participating colleges and universities. Five others will be reserved for students whose parents are Lockheed employees. Ten of the scholarships are designated for engineering courses and five for fields allied with the aircraft industry, such as business administration, accounting, finance, and industrial relations. The awards will provide tuition and fees, plus \$500 a year for expenses. The awards will be renewable each year if the winners meet prescribed standards of scholarship and conduct.

In addition to student awards, the new Lockheed fund will provide administrative grants to encourage institutions that develop talent in engineering and other sciences upon which the aircraft industry relies heavily.

WORLD HEALTH ORGANIZATION NEWSLETTER

WHO Newsletter, now in its eighth volume, is published monthly in English and French by the Division of Public Information, World Health Organization, Geneva, Switzerland. Editions in Spanish and Portuguese, as well as an offset edition in English, are published in Washington by the Pan-American Sanitary Bureau, which is the regional office of WHO in the Americas.

This newsletter contains information concerning the various programs of the World Health Organization and what is being done to improve health in the various countries of the world.

Teachers may receive this publication without charge by addressing Harold Ballou, Public Information Officer, Western Hemisphere Regional Office, World Health Organization, 1501 New Hampshire Avenue, Washington, D. C.

CHILD HEALTH DAY

Twenty-five years ago, in 1928, Congress passed a joint resolution authorizing and requesting the President to "issue annually a proclamation setting apart May 1 of each year as Child Health Day and inviting all agencies and organizations interested in child welfare to unite upon that day in the observance of such exercises as will awaken the people of the nation to the fundamental necessity of a year-round program for the protection and development of the health of the nation's children."

In past years on Child Health Day various themes have been announced to focus the attention of citizens on programs to be emphasized in the following year, including prevention of accidents, the health of teen-age boys and girls in war jobs, immunization against diphtheria and smallpox, reduction of infant and maternal mortality. The theme for 1953-54 is "emotional good health." President Eisenhower's proclamation urges parents and other individuals, as well as agencies and organizations interested in the well-being of children, to "increase their understanding of the emotional, social, and spiritual growth of children, so as to apply this understanding in their day-to-day relations with the rising generation."

SUMMER STUDY IN AUSTRIA

The Austrian Consulate General in New York has issued a catalog of 13 of the most important schools in Austria that offer programs of summer study and seminars for 1953. The courses and fees at each school are listed, with some general information about costs of living and travel in Austria. Many of the courses are taught in English, French, and Italian, as well as German. The location of most of these schools in internationally known tourist centers and the favorable rate of exchange—approximately 26 Austrian shillings to the dollar—give special advantages to foreign students in Austria. For a copy of the catalog, address the Information Department, Austrian Consulate General, 31 East 69th St., New York 21.

"OPERATION BLACKBOARD"

Recruitment of young men and women to the teaching profession is the object of a contest, "Operation Blackboard," being conducted April 1 to June 30, 1953, by the American Legion Auxiliary. The organization believes that lack of an adequate teaching force is a threat to personal and national security in America.

Teachers who will have taught five years by June 30, 1953, will be eligible to compete for prizes by submitting a statement from 100 to 300 words in length, entitled "Why I Teach."

The national winner will receive \$500 in cash, plus an all-expense trip to the national convention of the Auxiliary in St. Louis in August, 1953.

Divisional winners, to be announced August 1, will receive \$100 national defense bonds and will be entered in the national contest; state winners of prizes to be provided locally will be named on July 15 and will be eligible for divisional prizes. Details of the contest rules can be secured by addressing the headquarters of the American Legion Auxiliary, 777 North Meridian St., Indianapolis 7, Indiana.

SPOTLIGHT ON YOUTH—BOYS AND GIRLS WEEK

The thirty-third annual observance of Boys and Girls Week takes place this year from April 25 to May 2. The theme for 1953 is "Service Above Self." The purpose of this observance is to focus community attention on the achievements as well as the problems of youth in a week-long program of activities which emphasize the importance of citizenship, church, school, home, career preparation, international understanding, health and safety, and recreation.

Information about plans for the week is obtainable from the nearest headquarters of Rotary International.

SPECIAL OPPORTUNITIES FOR SCHOOL PERSONNEL IN SUMMER SESSIONS, 1953

This list of special features to be offered in college and university summer sessions in California for 1953 has been compiled from information supplied by the 36 such institutions accredited by the State Board of Education for teacher education, supplemented by staff members of the State Department of Education.

Except in a few fields where recent regulations or recommendations have created unusual demand for trained personnel, such as education of exceptional children, conservation education, driver and safety education, and state and local government, no attempt has been made to include lecture-type courses offered every summer or any regular courses that are widely available. Contributors were requested to limit their copy to special or unusual features, short-term, intensive courses, conferences, or institutes.

The institutions conducting summer sessions are arranged in alphabetical order, with dates of summer terms, names of summer session directors, and fees per unit. Under each institution are listed the features to be offered, in order of date of beginning of the sessions or meetings. Each offering is briefly characterized, with notation of prerequisites, limitations of enrollment, or special fees, if any; in many cases, the name of the instructor in charge is included. These paragraphs are numbered serially in the righthand margin and the numbers are employed in a subject index provided at the end of the section for readers who wish to refer to the features offered in any particular field.

Those interested in enrolling for summer session study should write to the individual institutions for further information and application blanks.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS

Broadway at College Avenue, Oakland 18, California

Forty-seventh Annual Summer Session: July 6 to August 14, 1953

Fees: \$15 per semester unit

Spencer Macky, *President, Director of the Summer Session*

Courses will be offered leading to certificate and degrees in art and art education and to the special secondary credential in art. Each course yields 2 semester units of credit.

Classes in creative art for children aged 7 to 14 years will be conducted daily from 9 a.m. until noon throughout the session. Fee for enrollment of pupils is \$25 to cover cost of materials used.

Inquiries concerning details of the summer session may be addressed to the Director of Admissions, California College of Arts and Crafts. **1**

CALIFORNIA STATE POLYTECHNIC COLLEGE

San Luis Obispo, California

Four-week Summer Term: June 26 to July 24, 1953

Six-week Summer Term: July 24 to September 4, 1953

Fees: \$5.00 per quarter unit

Julian A. McPhee, *President*

June 22 to June 26—CALIFORNIA AGRICULTURAL TEACHERS ASSOCIATION CONFERENCE, a co-operative program of C.A.T.A. with the Bureau of Agricultural Education and the College. Professional material will be prepared and presented, under direction of the Bureau of Agricultural Education, by speakers or panels, with motion pictures, etc. Sections on professional improvement will be directed by the California Agricultural Teachers Association. Registration fee, \$1.00. **2**

June 26 to July 1—ANNUAL SKILLS WEEK. A week's training in teaching methods and techniques and in up-to-date agricultural practices relating to crops, soils, and farm mechanics. A meat laboratory will be included. The program is offered in co-operation with the Bureau of Agricultural Education. Registration fee, \$1.00. Campus housing is available to participants and their families at \$5 per person per week. Reservations should be made through H. H. Burlingham, teacher-trainer. Those who wish 2 quarter units of credit must register for the two weeks from June 22 to July 1, and must apply in advance to the Dean, Agricultural Division, California State Polytechnic College. **3**

August 10 to August 21—SIXTH ANNUAL PHYSICAL EDUCATION WORKSHOP FOR PHYSICAL EDUCATION AND ATHLETIC COACHING FOR SECONDARY SCHOOL MEN (2 quarter units per week). Sponsored by the California Association for Health, Physical Education, and Recreation. Specialists and visiting lecturers will deal with football, basketball, baseball, track, swimming, gymnastics, tennis, golf, trampoline, physical education, and intramural sports. Campus housing available for participants and families in new dormitories at \$5 per person per week. Reasonable meals are also obtainable on campus. For information on housing reservations, address Dean of Liberal Arts, California State Polytechnic College. **4**

August 17 to August 28—PHYSICAL EDUCATION WORKSHOP FOR WOMEN IN SECONDARY SCHOOLS (2 to 4 units). Sponsored by California State Department of Education and California Association for Health, Physical Education, and Recreation, to help physical education teachers-in-service to provide worthwhile educational and recreational experiences for today's youth. Opportunity for experience with new

teaching methods, new approaches to old activities, stimulating fellowship, and professional improvement under recognized leadership. Campus accommodations for participants and their families at \$5 per person per week. Meals at reasonable prices on campus. Total expense for board, room, and fees estimated at \$50 for two weeks. For information on housing reservations address Dean of Liberal Arts, California State Polytechnic College. **5**

CHICO STATE COLLEGE

Chico, California

Pre-Session: June 8 to 12, 1953

Summer Session: 6 weeks, June 15 to July 24, 1953

Post-Sessions: July 27 to August 7, Mount Shasta, California

August 10 to 21, Mount Shasta, California

Fees: \$7.50 per semester unit

Victor M. Houston, Co-ordinator of Summer Programs

June 8 to June 11 or 12—NORTHERN CALIFORNIA COMMUNITY LEADERS' WORKSHOP (Socio. 175, 1 unit). Sponsored jointly by Chico State College, the Governor's Advisory Committee on Children and Youth, and 35 other state and regional organizations. An opportunity for community leaders to meet with specialists in community development to work on regional problems of local interest. Free to those who do not desire credit. **6**

June 8 to 12—DEVELOPMENTAL READING CLINIC (Ed. s323, 1 unit). A clinic for both elementary and secondary school teachers concerned with developmental and corrective reading programs. Vera Ekwall, instructor. **7**

June 8 to 19—ATHLETIC COACHING CLINIC (Phys. Ed. s150, 2 units). Emphasis on fundamentals and new techniques in the coaching of all high school and junior college sports. Ernest L. Busch, co-ordinator. **8**

June 15 to July 10—BASIC COUNSELING WORKSHOP (Psych. s253, 4 units). Techniques of diagnosis and counseling for teacher-counselors and full-time counselors working with students of upper grade, junior high, and high school ages. Enrollment limited to 60 students. Merville C. Shaw, co-ordinator. **9**

June 15 to July 10—ADVANCED COUNSELING WORKSHOP (Psych. s254, 4 units). Intensive study of the basic techniques of interviewing, and practice of these techniques in actual counseling situations. For advanced students. Enrollment limited to 20. Merville C. Shaw, co-ordinator. **9A**

June 15 to July 24—COMMUNITY EDUCATION WORKSHOP (Ed. s188, 6 units). Featuring techniques for defining and solving the problems involved in developing an educational program specifically related to the needs of the community served. A laboratory school will be conducted in a nearby rural community. **10**

June 15 to July 24—DAY RECREATION CAMP, Bidwell Park, Chico. A day camp organized for children and for training of teachers who are interested in camping education. **11**

June 15 to July 24—DEMONSTRATION CLASSES, Aymer J. Hamilton School. Classes will be maintained to demonstrate methods of teaching in one-grade and multi-graded situations. **12**

June 15 to July 24—EAGLE LAKE BIOLOGICAL FIELD SCHOOL (2-6 units). Field science for elementary school teachers; secondary school biological science; vertebrate zoology; and research problems in vertebrate zoology and aquatic biology. Thomas L. Rodgers, co-ordinator. **13**

June 15 to July 24—STUDENT TEACHING (Ed. s150, 4 units). Student teaching for those with emergency or provisional credentials who are working toward a degree and a valid California teaching credential. Address applications to J. Russell Morris, co-ordinator of student teaching, Chico State College. **14**

June 15 to July 24—WORKSHOPS IN ELEMENTARY SCHOOL CURRICULUM AND MATERIALS (4 units each). Blocks of work in the following areas for elementary school teachers:

- Elementary School Arts and Crafts* (Art s5AB)—Jack L. Windsor
- Elementary School Science* (Ed. s132)—Homer J. Lowe
- Elementary School Social Studies* (Ed. s151)—Katherine W. Dresden
- Elementary School Music* (Ed. s361)—C. Robert Laxson
- Elementary School Reading and Language Arts* (Ed. s143)—Vera Ekwall
- Creative Dramatics* (Speech Arts 107)—Margaret Parret

Students may enroll for 4 units in one of these six blocks and may take other work to make a total of 6 units for this session. T. Bentley Edwards, co-ordinator. **15**

June 15 to July 24—WORKSHOP IN SCHOOL ADMINISTRATION AND SUPERVISION (2 to 6 graduate units). The problems, or workshop, approach will be used in the study of areas related to administration and supervision of public schools. Among the following courses offered for persons working toward credentials in school administration or supervision, those designed for training of superintendents or specifically for elementary or secondary school administrators, will be co-ordinated as closely as possible. Students in all these courses will meet together as needs arise during the session:

- The Community School* (Ed. s187, 2 units)
- Secondary School Supervision* (Ed. s260, 3 units)
- Supervision in Elementary Schools* (Ed. s263, 2 units)
- School District Administration* (Ed. s264, 2 units)
- School Housing Administration* (Ed. s266, 2 units)
- State School Administration and School Law* (Ed. s267, 2 units)
- School Finance and Business Administration* (Ed. s269, 2 units)
- Secondary School Administration* (Ed. s270, 3 units)
- Seminar in Elementary Education* (Ed. s273, 2 units)
- Seminar in Secondary Education* (Ed. s275, 2 units)

For information concerning this workshop, address William B. McCann, Chico State College, who will co-ordinate the studies, assisted by eight staff members. **16**

June 29 to July 24—HOME AND FAMILY LIVING CURRICULUM WORKSHOP (H. F. L. s188, 4 units). Work on specific curriculum problems, including such topics as trends in home and family living, objectives, methods of presentation, audio-visual materials, and evaluation. Gwendolyn D. Wagner, co-ordinator. **17**

July 6 to 17—DRIVER EDUCATION WORKSHOP (Ed. s159, 2 units). For persons who wish to qualify as instructors in driver education. Six scholarships of \$15 each are available. Applications may be sent to the Co-ordinator of Summer Programs, Chico State College. Floyd Cook, M. E. Mushlitz, and Marland Strasser, instructors. **18**

July 7, 8, and 9—ADMINISTRATORS' CONFERENCE AND EDUCATIONAL EXHIBIT (no credit). Attention will be given to such topics as the effects of recently enacted school legislation, how to initiate programs of curriculum improvement, the purchase and care of school equipment, and to other problems that are currently challenging school administrators. **19**

July 13 to 17—WORKSHOP ON EYE SCREENING OF SCHOOL CHILDREN (Health s150, 1 unit). Designed to prepare teachers to do eye screening of school children as required by Education Code Section 16482 and implemented by Title 5, California Administrative Code, Sections 66-69.2 (effective September 6, 1952), and in accordance with the recommendations of the State Joint Committee on School Health. Charles W. Watson, Consultant in Education of the Deaf and the Visually Handicapped, California State Department of Education, instructor. **20**

CLAREMONT SUMMER SESSION

Harper Hall, Claremont, California

First Term: June 22 to July 31, 1953

Second Term: August 3 to September 5, 1953

Fees: \$15 per semester unit

Luther J. Lee, Jr., Director of the Summer Session

June 22 to July 18—WORKSHOP ON SCIENCE EDUCATION IN SECONDARY SCHOOLS (Ed. 176, 4 graduate units), based on the theme, "The Progress and Horizons of Science." Special emphasis on latest methods and findings in astronomy, geology, physics, chemistry, and biology. Tuition and room and board fellowships are available. For further information, write or telephone the Director of the Summer Session. **21**

June 22 to July 31—APPRENTICESHIP IN BUSINESS AND INDUSTRIAL PERSONNEL PRACTICES (Ed. 217c, 6 units). A campus-field seminar for secondary school counselors, established through the co-operation of business and industrial organizations in Los Angeles and San Bernardino counties. Enrollment limited. Special application for admission should be made to the Director of Summer Session. Elwood N. Chapman, instructor. **22**

June 22 to July 31—APPRENTICESHIP FOR SCHOOL SUPERINTENDENTS (Ed. 267a, 6 units). A seminar designed to give superintendents of small districts, and students who anticipate becoming superintendents of schools, actual experience under guidance in carefully selected school systems. Experience in budgeting, accounting systems, purchasing, records and reports, building planning and maintenance. Study of administrative organization, community interpretation programs, conduct of school board meetings. Registration limited. Special application forms to be filed before June 1. Pre-session meetings June 18-19. J. O. McLaughlin, director. **23**

June 22 to July 31—BACKGROUNDS OF EDUCATIONAL POLICY FORMATION AND ADMINISTRATION (Ed. 265d, 6 units). A seminar designed primarily for practicing school administrators and advanced students in the field, to broaden the basis for effective leadership and create awareness of problems important to educational policy formation. Discussions on the following topics will be led by specialists, summarized, and applied. "The Psychology of Human Relations," "Principles and Problems of Municipal Management," "Law and How to Find It," "Determining State and Local Tax Structure for the Support of Public Functions," and "The Current Clash of Educational Philosophies." Advance registration is advised. **24**

- June 22 to July 31—**CRITICAL ISSUES IN PUBLIC POLICY** (History 222, 3 units). A discussion-workshop seminar for students interested in the dynamics of policy formation in the United States. The steps in procedure as well as influencing factors and forces will be analyzed and evaluated. A limited number of foreign policy issues will be considered. Especially designed to meet the resource needs of social studies teachers. W. Henry Cooke, instructor. **25**
- June 22 to July 31—**INSTITUTE OF ART** (3 or 6 units), emphasizing art teaching in the public schools, both elementary and secondary. Applied work in design, ceramics, painting, and sculpture. **26**
- June 22 to July 31—**INSTITUTE OF MUSIC** (3 or 6 units). A program which will include all phases of music, with music education for teachers in elementary and secondary schools. **27**
- June 22 to July 31—**OCCUPATIONAL GUIDANCE AND DIRECTED WORK EXPERIENCE** (Ed. 217b, 6 units). For secondary school counselors; classroom teachers of school subjects, orientation courses, core or general studies; and supervisors of pupil work-experience programs. Techniques in development of short-term projects, excursions, and field trips through regular school classes; how to develop intensive supervised and nonsupervised work-experience programs. Elwood N. Chapman, instructor. **28**
- June 22 to July 31—**WORKSHOP IN BASIC RHYTHM** (Music 118, 3 graduate units). Designed to help teachers through participation in a children's workshop. Opportunity for three groups of children, aged 4 to 10 years, to develop movement forms that are basic to the rhythmic structure of all arts and to use these forms as material for creative activity. Opportunity for adults to observe these groups and to participate in rhythmic experiences. **29**
- July 5 to July 24—**THIRD WORKSHOP ON ECONOMIC EDUCATION FOR SECONDARY SCHOOL TEACHERS AND ADMINISTRATORS** (Ed. 175, 3 graduate units). Sponsored jointly by Occidental College, Claremont Men's College, and Pomona College, in co-operation with the Joint Council on Economic Education, the California State Department of Education, and school systems in southern California. Participation limited to teachers and administrators in junior and senior high schools, by invitation. Room and board fellowships are available. For further information, write or telephone the Director of the Summer Session. **30**
- July 13 to July 17—**WORKSHOP ON YOUTH PROBLEMS**, sponsored by the Governor's Advisory Committee on Children and Youth, the California Youth Authority, and several state-wide organizations concerned with youth welfare. **31**
- July 20 to July 24—**Twenty-first Annual CLAREMONT COLLEGE READING CONFERENCE**. Sponsored jointly by the College and Alpha Iota Chapter of Pi Lambda Theta. This year's theme is "Reading: Yesterday, Today and Tomorrow," presenting Claremont's broad concept of reading as a behavior process, making adaptive responses to all activating stimuli, including the printed word. Inquiries should be addressed to Director of Reading Conference, Harper Hall, Claremont, California. **32**

August 3 to August 14—**THE SPECIAL-CLASS CHILD** (Psych. 255 or Ed. 207r, 6 units). Planned to serve the distinctive needs of those preparing to work with special-class children clinically, as supervisors or as classroom teachers. Enrollees may combine 3 units of apprentice teaching in special classes for the mentally retarded, with 3 units of clinical study or supervision and organization. At least one group of children will be made up of slow learners with normal intelligence needing special techniques. Florence Mateer, instructor. **33**

COLLEGE OF THE PACIFIC

Stockton 4, California

First Summer Session: June 22 to July 24, 1953

Second Summer Session: July 27 to August 28, 1953

J. Marc Jantzen, *Director of the Summer Sessions*

Fees: \$15 per semester unit

June 21 to August 28—**EUROPEAN TOUR**, the principal travel-study project of this summer session, will visit Holland, Germany, Switzerland, Italy, Denmark, Sweden, England, and France. **34**

June 22 to July 3—**WORKSHOP IN SCIENCE EDUCATION IN THE SCHOOL CURRICULUM**, offered in co-operation with the State Department of Education, featuring Glenn O. Blough, specialist in science education from the U. S. Office of Education. Jeff B. West, Stockton Unified School District, and Kenneth Stocking, Stockton College and College of the Pacific, will serve as core directors. Mrs. Afton Nance and Mrs. Ester Nelson from the State Department of Education will also participate. For information about tuition and scholarships, address Dean, School of Education, College of Pacific. **35**

June 22 to July 24—**ART PRODUCTION WORKSHOP** will be offered at Columbia State Park, Columbia, California, with courses in oil painting and water color by Richard Yip, resident artist at the College of the Pacific. **36**

June 22 to August 8—**PACIFIC SUMMER THEATRE COMPANY AT COLUMBIA, WORKSHOP IN THEATRE** (S260, 6 units). Theatre training as a unit with a co-operating repertory company, technical and acting experience, practice in the various phases of theatre arts for public performance in Fallon House Theatre, Columbia State Park. **37**

June 22 to August 28—**BIOLOGY BY THE SEA**. The Pacific Marine Station at Dillon Beach offers firsthand opportunity to study the science of life under ideal laboratory and field conditions. Course offerings are planned to meet the needs of teachers. Further information may be obtained by writing to Alden E. Nobel, Professor of Zoology, College of the Pacific. **38**

June 22 to August 28—**INTERCLINIC PROJECT IN HUMAN ADJUSTMENT**, co-ordinating the work of four service clinics on the campus: **39**

Speech Therapy—a program of speech correction and rehabilitation, combining course work with actual experience in the treatment of all types of speech defects. For details address Howard L. Runion, Chairman, Speech Department, College of the Pacific. **40**

Child Play Therapy and Client-Centered Counseling—offering training in non-directive clinical procedures with children, counseling psychotherapy with adolescents or adults. Prerequisite: an introductory course in clinical psychology and permission of instructor, Ned M. Russell, Clinic Co-ordinator, College of the Pacific. 41

Music Therapy—principles and practice, study of therapeutic nature of music in general education and in clinical work in relation to other therapies; observation in classes for exceptional children and participation in State Hospital program. Details from Wilhelmina K. Harbert, Director of Music Therapy, College of the Pacific. 42

Remedial Reading Clinic—techniques of diagnosis and remediation, practical experience, special instruction for a limited number of elementary and secondary school pupils with reading disabilities. Applications for admission should be addressed to Vivienne Sisk, Clinic Co-ordinator, College of the Pacific. 43

June 22 to August 28—SUMMER ELEMENTARY SCHOOLS AND DIRECTED TEACHING. The Stockton Unified School District maintains an elementary summer session in which opportunities for observation and directed teaching are provided for students enrolled in College of Pacific summer classes. Applicants must apply before June 1 to Mrs. Marion O. Pease, Director of Student Teaching, College of the Pacific. 44

July 2 to July 20—FIRST ALASKA TOUR. 45

July 6 to July 17—WORKSHOP IN FAMILY LIFE AND PARENT EDUCATION, offered co-operatively by the California Congress of Parents and Teachers, the Stockton Family Service Agency, and College Clinical Services. Mrs. Fay Goleman, Psychiatric Social Work Consultant at the College, is director of the workshop. 46

July 27 to August 8—SIXTH ANNUAL FOLK DANCE CAMP (1 or 2 units, \$6 per unit), sponsored jointly by College of Pacific and Folk Dance Federation of California. Two 6-day sessions with almost identical offerings by a faculty of 30 leaders. For information address Lawton Harris, Folk Dance Camp Director. Advance registration is necessary. 47

July 27 to August 28—DRIVER EDUCATION AND DRIVER TRAINING (2 units, \$30). Elizabeth Matson, instructor. Two hours daily (1 lecture, 1 laboratory), for 5 weeks. 48

July 27 to August 28—WORKSHOP IN MORAL AND SPIRITUAL VALUES IN THE PUBLIC SCHOOLS will attempt to assist public school teachers and administrators with theoretical knowledge as well as practical applications. Alfred W. Painter, Director of Religious Activities at the College, is in charge of the workshop. Assisting him will be George Colliver, Professor of Bible, and J. Marc Jantzen, Dean of the School of Education, as well as others to be selected. Total-cost scholarships are available through Danforth Foundation. 49

July 31 to August 18—SECOND ALASKA TOUR. Leader: Malcom Eiselen, Chairman, Department of History and Political Science. 50

August 3 to August 14—SUPERVISING TEACHER WORKSHOP for elementary and secondary teachers interested in professional work with student teachers will be directed by James C. Stone, Consultant in Teacher Education, State Department of Education. 51

FRESNO STATE COLLEGE**Fresno, California****Fresno Campus Session: June 15 to July 24, 1953****Fresno Post-Session: July 27 to August 21, 1953****Bakersfield Session: June 16 to July 24, 1953****Visalia Session: July 27 to August 28, 1953****Fees: \$7.50 per semester unit****Irwin O. Addicott, Dean of Summer Sessions**

June 15 to July 24—**FIELD WORK IN CAMP COUNSELING** (Phys. Ed. 155Fs, 1-3 units). Supervised practical experience as counselor in an organized summer camping program for youth. Open to men and women who have credit in Camp Counseling (Phys. Ed. 155) or comparable training and leadership potentiality. For further information address Mrs. Emily C. Sample, Fresno State College. **52**

June 15 to July 24—**SPEECH CORRECTION WORKSHOP** (Speech 152, 154, 155, 2 units each, total 6 units). Theory and ample clinical practice in correction of speech defects of children. Louise Binder Scott, director. For further information address John W. Wright, Fresno State College. **53**

June 15 to July 24—**SUMMER SESSION EXCURSIONS**. A series of guided excursions planned for the benefit of Fresno Campus Summer Session students, including trips to the Mother Lode country, Yosemite National Park, Kings River Canyon, agricultural and industrial activities in Fresno and vicinity. Experts from the departments of agriculture, nature study, geology, and history will conduct the excursions. **54**

July 13 to July 24, Crowley School, Visalia—**WORKSHOP IN EDUCATION OF SPANISH-SPEAKING CHILDREN** (Ed. 156s, 2 units). Opportunity for teachers who work with children from Spanish-speaking families to study under expert leadership the characteristics and needs of such children and to learn, as needed, some simple, practical oral Spanish. Demonstration classes. Grace Martin, Hazel Tucker, Joye Bennett, directors. For further information address Hilton Bell, Superintendent, Visalia Public Schools. **55**

July 27 to July 31—**ALCOHOL AND NARCOTICS EDUCATION WORKSHOP** (Health Ed. 110s, 1 unit). Problems of alcohol and narcotics education approached in an unemotional, unbiased, factual manner. Consideration of scientific data on the effects of overuse of alcohol and narcotics by adolescents and adults, gathered from evidence contributed by chemists, psychiatrists, health authorities, and welfare workers. Teachers, nurses, and social workers who enroll can develop materials usable in their work. For further information address Edith Lindly, Fresno State College, who will direct the workshop with the co-operation of experts from state and local agencies. **56**

July 27 to July 31—**EYE SCREENING WORKSHOP** (Health Ed. 125, 1 unit). Structure, normal development, and function of the eye; common anomalies of vision; techniques, procedures, and practices in eye screening of school children in accordance with Education Code Section 16482, California Administrative Code, Title 5, Sections 66-69.2, and the recommendations of the State Joint Committee on School Health. Charles W. Watson, State Department of Education, director. **57**

July 27 to July 31—**WORKSHOP IN ELEMENTARY EDUCATION (MUSIC)** (Ed. 178s, 1 unit). Classroom music problems, integration of music with other subjects, survey of supplementary materials, review of activities recommended in State texts. The

development of listening activities, singing experiences, rhythmic patterns, and playing of social and easily mastered instruments will be offered if desired by the group. For elementary teachers who have little or no background in music. Ronald W. Cook, Consultant in Vocal Music, Fresno County, director. **58**

July 27 to July 31—WORKSHOP IN JUVENILE DELINQUENCY AND YOUTH PROBLEMS (Criminology 123 or Sociology 123, 1 unit). Study of the deviant behavior of youth, with focus on the school child. Practical consideration of problems of truancy, early school leaving, discipline, mental and physical health, and clinical services, with primary attention to causation, discovery, and treatment of delinquency and to community resources as related to youth problems. Offered in co-operation with the California Youth Authority. For further information address Frank Boolsen, Fresno State College. **59**

July 27 to July 31—WORKSHOP IN SECONDARY CURRICULUM DEVELOPMENT (ART) (Ed. 278, 1 unit). Discussion, study, and activity to point up trends in art education in secondary schools and to assist teachers in better planning of an art curriculum and administrators in the better understanding of today's aims in art education. Reino Randall, Central Washington College of Education, director. For further information address John Ed Herbert, Fresno State College. **60**

July 27 to August 7—DRIVER EDUCATION (2 units, 2 weeks). Earl Wight, Amos Neyhart, and Marland Strasser, instructors. **61**

July 27 to August 7—SCHOOL ADMINISTRATORS' WORKSHOP (Ed. 279s, 1 or 2 units). Opportunity for superintendents, principals, and supervisors to work together on their common problems for one or two weeks, under expert guidance. Experiences planned to increase skill in use of administrative techniques; leadership and group direction; organization of curriculum; evaluation and interpretation of school program; improving human relations in the school. Offered in co-operation with Central Section of the California Elementary School Administrators Association and Area Three of California Association of Secondary School Administrators. Edwin C. Kratt and Erwin A. Dann, directors. For further information, address Dean of Summer Sessions, Fresno State College. **62**

July 27 to August 21—FIELD STUDY IN MEXICO (Span. 55a, Hist. 161s, 2 units each). Four weeks of intensive study of local language, literature, and history in Mexico. Expenses estimated roughly at \$380. For further information address Carlos Rojas, Chairman of Department of Foreign Languages, Fresno State College, who will conduct the group. **63**

August 3 to August 15—Huntington Lake Nature Workshop: ELEMENTARY SCIENCE FOR TEACHERS (Biol. 149s, 2 units, upper division). Field studies in the out-of-doors, for teachers, leaders of recreation and youth groups. Each enrollee will establish his own camp in a special area set aside by the United States Forest Service, and will supply his own food. Field work and illustrated evening lectures will be centered on the theme of interrelationships in nature. Advance registration is required. Address Lloyd G. Ingles, Workshop Director, Fresno State College. **64**

August 24 to September 4—WORKSHOP FOR TEACHERS OF TYPEWRITING (Bus. 289e, 2 units). Improvement of instruction in typewriting, both beginning and advanced, with demonstration, practice, and discussion, as well as opportunity for research and development of specialized remedial materials, under direction of T. James Crawford of Indiana University. Advance enrollments will be accepted. Further information may be obtained from the Dean of Summer Sessions or from McKee Fisk, Division of Business, Fresno State College. **65**

HUMBOLDT STATE COLLEGE

Arcata, California

Regular Summer Session: June 15 to July 24, 1953

Post-Session: July 27 to August 21, 1953

Fees: \$7.50 per semester unit

Ivan C. Milhous, Co-ordinator of the Summer Sessions

June 15 to July 24, 1953—WORKSHOP SEMINARS (2 units each). Five workshop-type seminars planned especially for high school teachers:

<i>Workshop in American History</i> (History 196)	66
<i>Art Workshop</i> (Art 180)	67
<i>Problems in Health Education</i> (Phys. Ed. 199)	68
<i>Problems in Home Economics</i> (H. E. 199)	69
<i>Problems in Speech and Drama</i> (Speech 199)	70

June 15 to July 24—WORKSHOP COURSE IN RURAL EDUCATION (Ed. 137, 2 units). 71

July 27 to July 31—WORKSHOP IN SCHOOL LUNCH MENU PLANNING (H.E. 129, 1 unit), and SEMINAR IN SCHOOL LUNCH ADMINISTRATION (Ed. 169, 1 unit). A special workshop sponsored by the office of the School Lunch Program of the California State Department of Education. Under general direction of Violet Brughelli, Supervising Nutritionist, School Lunch Program, and Mrs. Mary B. Farr, Assistant Professor of Home Economics, Humboldt State College. Class sessions 8 a.m. to 1 p.m. daily, including lunch period. Price of lunch is included in workshop fee, and families of students may participate in lunches at 25 cents each. Lodging, breakfast, and dinner on campus at a special rate of \$11 for the workshop period. Enrollment is limited. Those interested may write to School Lunch Program, 1126½ I St., Sacramento, for application forms. 72

July 27 to August 21—WORKSHOP IN ELEMENTARY METHODS AND CURRICULUM (Ed. 182, 1 to 4 units). 73

July 27 to August 21—WORKSHOP IN SECONDARY METHODS AND CURRICULUM (Ed. 183, 1 to 4 units). 74

August 24 to August 28—BASIC DRIVER EDUCATION (Ed. 195 DE, 1 unit). A concentrated 5-day course under sponsorship of the California Automobile Association. Advance registration is necessary. John Urlaub, instructor. Applications should be addressed to Co-ordinator of the Summer Sessions, Humboldt State College. 75

IDYLLWILD CONSERVATION SCHOOL (See Long Beach State College)**IMMACULATE HEART COLLEGE**

2021 North Western Avenue, Los Angeles 27, California

Summer Session: June 22 to July 31, 1953

Tuition: Undergraduate, \$45.00 for the session

Graduate, \$10.00 per semester unit

Sister M. Charles, Director of Summer Session

June 22 to July 31—ART WORKSHOP, planned for the elementary school teacher, with opportunities in fundamentals of design, esthetic appreciation, and manipulation of tools and media. Emphasis on problem presentation, exhibit techniques, and classroom arrangements. 76

June 29 to July 3—**WORKSHOP IN GREGORIAN CHANT.** Chant and choral work conducted by members of the Gregorian Institute of America. Special fee for the week, \$25.00. **77**

July 13 to July 24—**DRIVER EDUCATION,** a two-week basic course for teachers desirous of learning techniques, methods, and related information for use in Driver Education classes. Instructor: Amos E. Neyhart, Administrative Head, Institute of Public Safety, American Automobile Association. No tuition fee. **78**

July 21 to July 31—**WORKSHOP IN TEACHING OF ENGLISH IN HIGH SCHOOL,** treating such topics as procedures in teaching, reading maturity, values in reading and writing, methods of approach to types of literature. **79**

LA VERNE COLLEGE

La Verne, California

Regular Summer Session: June 22 to July 31, 1953

Fees: \$15 per semester unit

Herbert Hogan, Summer Session Director

June 22 to July 31—**WORKSHOP IN MUSIC EDUCATION** (Music S160, 3 units). Designed to give students practical experience in the use of rhythm instruments for elementary school classes. Auditor's fee, \$7.50. **80**

July 13 to July 24—**SEMINAR IN INDUSTRIAL RELATIONS** (Sociology S160, 1 to 2 units). An intensive workshop study of labor-management relations in contemporary America, for students, civic leaders, and church officials. Sponsored in co-operation with the Brethren Service Commission of the Church of the Brethren. Conducted by Lorell Weiss, formerly Director of Social Education for the Church of the Brethren denomination. Fee for auditors, \$3. **81**

LONG BEACH STATE COLLEGE

6201 E. Anaheim Road, Long Beach 15, California

Regular Summer Session: June 22 to July 31, 1953

Fees: \$7.50 per semester unit

J. Wesley Bratton, Dean of Summer Session

June 22 to July 21—**FIELD TRIP IN UNITED STATES HISTORY** (History 190, 3 units). A 10,000-mile, coast-to-coast tour of famous historical cities, battlefields, buildings, memorials, and government projects. Arrangements have been made for several conducted tours in Washington, D. C., including visits to Congress in session, the White House, the Smithsonian Institution, the Pentagon, and other places of national importance. **82**

June 22 to July 31—**CO-OPERATIVE COUNSELOR TRAINING PROGRAM** (Ed. 279, 6 units). Opportunity for school counselors, guidance workers, and teachers to participate as regular employees in industry for 6 weeks. Each enrollee will work at standard wages in a co-operating industry or business for 40 hours per week at a variety of jobs of the types in which high school and junior college graduates are first employed. Problems of mutual concern will be discussed in campus seminars two evenings weekly. **83**

June 22 to July 31—**DRIVER EDUCATION** (2 units). William D. Everhart, instructor.

84

June 22 to July 31—**WORKSHOP IN SPEECH CORRECTION** (Speech 190, 3 units). Practical help for the classroom teacher as well as the certified speech therapist. Problems of interest to teachers at elementary and secondary levels discussed by city, county, and state supervisors of speech correction and by consultants from the speech and medical professions. Particular attention to methods for handling stuttering, delayed speech, and problems relating to cleft palate speech, and to parent counseling.

85

June 22 to August 21—**REMEDIAL READING CLINIC** (Ed. 245, 9 units). Nine weeks of practical work for classroom teacher and specialist in (1) diagnosis and treatment of reading disabilities, including a complete child study and work with parents, individually and in groups; (2) materials, methods, and techniques in remedial reading; (3) clinical practice in applying remedial principles to individual cases and in small groups.

86

June 29 to July 3—**SECONDARY CURRICULUM CONFERENCE**. The California Association of Secondary School Administrators will hold a one-week conference on campus, dealing with the role of the administrator in the development of curriculum in secondary schools. National and local specialists in curriculum will participate in the daily discussions.

87

July 20 to July 31—**ELEMENTARY SCHOOL SCIENCE WORKSHOP** (Nature Study 128, 2 units laboratory credit), designed to help elementary teachers to carry on science activity programs in grades one through eight. There are no prerequisites, but students will find nature study or comparable courses helpful.

88

June 22 to July 17—**IDYLLWILD CONSERVATION SCHOOL**, held at Idyllwild, Riverside County. Sponsored jointly by Idyllwild Arts Foundation and Long Beach State College. Intensive one-week and two-week workshops yielding 1 unit of graduate credit per week. Robert P. Durbin, director. Fees, \$15 per unit. Enrollment in each workshop limited to 24. Workshops run consecutively, as follows:

89

June 22 to July 3—**CONSERVATION WORKSHOP** (Cons. 160, 2 units), designed to build desirable, positive attitudes toward conservation. Emphasis on importance of wise use of natural resources, with meaningful observation and demonstration of instruction in conservation for classroom use.

90

July 6 to July 10—**TEACHING AIDS IN CONSERVATION EDUCATION** (Cons. 161, 1 unit). Presentation of sources of materials available for teaching conservation, including visual aids, photography, and books for children of all ages. Consideration of the outdoors, both rural and urban, as a teaching aid. Demonstrations for classroom use.

91

July 13 to July 17—**LEADERSHIP TECHNIQUES** (Cons. 162, 1 unit). Consideration of outdoor lore and woodcraft, identification of common plants and animals, outdoor photography, outdoor leadership techniques. For group leaders and teachers. Repeated August 3 to 7, after close of regular summer session.

92

Housing and camping accommodations available at reasonable rates. Reservations should be made as early as possible. For information on facilities and rates, address the Director, Idyllwild School of Conservation and Natural Science, Idyllwild, California.

August 3 to August 14—**AVIATION EDUCATION WORKSHOP** (Ed. 253, 2 grad. units). Open to teachers, counselors, and school administrators and to student-teachers within 8 units of the A.B. degree. Opportunity to learn how aviation motivates learning and sustains the natural interests of youth in the modern world. Orientation flights, experience in aviation vocations, observation of aircraft manufacturing,

airline operation, and aeronautical research. Development of instructional materials involving available aviation resources. Registration fee, \$17. Living accommodations available at nominal cost at workshop center, Los Alamitos Naval Air Station. **93**

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES

855 North Vermont Avenue, Los Angeles 29, California

Summer Session: June 22 to July 31, 1953

Fees: \$7.50 per semester unit

Albert D. Graves, *Dean of Educational Services and Director of Summer Session*

June 22 to July 2—INSTITUTE AND WORKSHOP FOR ADULT EDUCATION (2 units). Co-sponsored by the State Department of Education, the Office of Los Angeles County Superintendent of Schools, Los Angeles Public Schools, and Los Angeles State College. An intensive two-week program involving most phases of the education of teachers of adults. State and national leaders conducting the workshop include C. L. van der Bie, F. Everett Jordan, E. Manfred Evans, and George C. Mann. **94**

June 22 to July 10—PACIFIC COAST WRITERS CONFERENCE (3 units). To be conducted by August Derleth, publisher and author of novels and short stories. Writers of the Pacific region will attend as guest lecturers. Submitted manuscripts will be read by conference leaders. **95**

June 22 to July 10—SCHOOL ARTS AND CONSTRUCTION WORKSHOP (2 units). Members of the Art Department faculty of Los Angeles State College will co-operate in conducting this workshop to provide opportunity for classroom teachers to work with materials used in elementary school classrooms and to develop portfolios of samples of arts, crafts, and construction work. Repeated July 13 to 31. **96**

June 22 to July 10—SEMINAR ON THE EVALUATION OF INSTRUCTION (3 units). Opportunity for experienced teachers and administrators to exchange ideas and work out procedures useful for evaluation of learning in the modern classroom. James B. Enochs, State Department of Education, instructor. **97**

June 22 to July 10—WORKSHOP IN PLAY THERAPY FOR PRIMARY TEACHERS (3 graduate units), to be conducted by Rod G. Langston, Chairman of the Department of Elementary Education, Los Angeles State College. **98**

June 22 to July 31—DRIVER EDUCATION (2 units). Saxon Elliot, instructor. **99**

June 22 to July 31—SCHOOL CHILDREN WITH SPEECH PROBLEMS (1 to 3 units). Darrel J. Mase of the University of Florida and Alma Wedberg, Co-ordinator in Speech Correction, Los Angeles County, will conduct clinics and special courses designed to acquaint classroom teachers with speech problems and methods of dealing with them. **100**

June 22 to July 31—WORKSHOP IN CURRICULUM DEVELOPMENT IN HOME ECONOMICS (2 units). Mrs. Betty Hanson Novak, junior high school teacher and member of the state committee for review of the California Guide for Homemaking Education, will conduct this workshop. The revised state guide will form the basis for the workshop program. **101**

July 6 to July 10—WORKSHOP ON EYE SCREENING OF SCHOOL CHILDREN (1 unit). Designed to prepare teachers to do eye screening of school children as required by Education Code Section 16482 and specified by Title 5, California Administrative Code, Sections 66-69.2 (effective September 6, 1952), and in accordance with the recommendations of the State Joint Committee on School Health. Charles W. Watson, State Department of Education, instructor. **102**

July 13 to July 31—SCHOOL ARTS AND CONSTRUCTION WORKSHOP, second session. (See June 22 to July 10.) **103**

July 13 to July 31—WORKSHOP ON HOME, SCHOOL, AND COMMUNITY RELATIONS (3 units). A workshop dealing with the problems of developing understanding between the home, school, and community. To be conducted by Ruth Colwell, present Legislative Chairman and former Teacher Education Chairman, California Congress of Parents and Teachers, and other community leaders. **104**

July 13 to July 31—WORKSHOP ON JUNIOR HIGH SCHOOL PROBLEMS (3 units). Workshop for study of the unique problems of the American junior high school, for junior high school teachers and administrators. Marian Wagstaff, Los Angeles State College, co-ordinator. **105**

August 3 to August 14—WORKSHOP IN AIR AGE EDUCATION (2 units). Open to teachers, counselors, and school administrators, and to student-teachers within 8 units of the A.B. degree. Opportunity to learn how aviation motivates learning and sustains the natural interests of youth in the modern world. Orientation flights, experience in various aviation vocations, observation of aircraft manufacture, airline operation, and aeronautical research. Development of instructional materials involving available aviation resources. Registration fee, \$17. Living accommodations available at nominal cost at workshop center, Los Alamitos Naval Air Station. Earl Sams, State Department of Education, and Marian Wagstaff, Los Angeles State College, directors. **106**

LOYOLA UNIVERSITY OF LOS ANGELES

7101 West 80th Street, Los Angeles 45, California

Day and Evening Summer Session: June 22 to July 30, 1953

Fees: Per credit hour, undergraduate, \$13.50; graduate, \$15;
auditor, \$9

Wm. J. McIntosh, S.J., *Director of the Summer Session*

June 22 to July 30—HUMAN RELATIONS WORKSHOP (6 units). For elementary and secondary school teachers concerned with group tensions in their classrooms; for college professors, community leaders, case workers, librarians, guidance workers, counselors, psychologists, public health workers, policemen, public administrators, educational administrators, and others interested in ways of promoting harmonious interpersonal relations. General meetings, lectures, demonstrations, group and section meetings, excursions, conferences. Living accommodations for laymen and religious are available on campus; for laywomen in nearby vicinity. Tuition (not including living accommodations), \$100. A number of tuition scholarships are available, offered by agencies and institutions not under supervision of the University; those interested may obtain a list of the agencies from the Director of the Summer Session. **107**

June 22 to July 30—**WORKSHOP IN DIAGNOSTIC AND REMEDIAL READING** (Ed. 126S, 3 units). A workshop laboratory to accompany the course in principles of Diagnostic and Remedial Reading (Ed. 125S), in which each member of the group works with one or two retarded readers, diagnoses their difficulties, applies appropriate remedies, and charts progress. Kathryn H. Burkhart, Loyola University, instructor. **108**

July 8, 15, and 22—**EDUCATION CONFERENCES**, sponsored by the Department of Education as a professional service to teachers and school administrators, on Wednesday afternoons 2:30-3:30. No fee.

July 8—*Conference on Articulation between Elementary and Secondary Schools*. Separate panels for teachers and administrators. **109**

July 15—*Conference on Reading Problems: "Reading: Hurdle or Gate to Classroom Achievement?"* Discussion led by Kathryn H. Burkhart, director of Reading Clinic. **110**

July 22—*Panel on Achievement Testing, Elementary and Secondary*. **111**

MILLS COLLEGE

Oakland 13, California

Summer Session: June 22 to July 31, 1953

Fees: Tuition, \$20 per semester unit, includes instruction, registration, library privileges, health services, swimming, dances, and report cards

Campus residence, student rooms, \$75 for 6 weeks, \$14 per week

H. Orville Nordberg, Director of Summer Session

June 22 to July 31—**PROBLEMS IN EARLY CHILDHOOD EDUCATION**. Two workshops (June 22 to July 10, and July 13 to 31), three weeks and three units each, will cover two major topics: Work with Children in the Nursery School, and Work with Parents. Extensive opportunities for observation of children. Staff includes Jane Castellanos, Teacher-Co-ordinator of Family Life Education, Contra Costa Junior Colleges. **112**

June 22 to July 31—**KINDERGARTEN WORKSHOP** (4 to 6 units). Guided observation of children, study of modern materials and procedures in language development; analysis of community resources; laboratory experiences in industrial arts, music, social studies, science. **113**

June 22 to July 31—**LA MAISON FRANCAISE** (2 to 6 units). A special program for teachers of French in the schools, with native French scholars and teachers; residence accommodations with constant, daily French conversation, customs, literature. **114**

June 22 to July 31—**PRACTICUM IN PSYCHODIAGNOSTIC WORK WITH CHILDREN** (2 to 4 units). Open to school psychologists and other advanced students in clinical psychology and related fields. Esther Lee Mirmow, chairman. **115**

June 24 to June 26—**WRITERS' CONFERENCE** (no academic credit). Jessamyn West, Lawrence Hart, and other notable writers in short story, poetry, science fiction, children's literature, and television writing will discuss marketing opportunities, editorial attitudes, and writing techniques. Fee, \$7.50. **116**

July 20 to July 31—CHINA WORKSHOP (2 units). China's essential strengths and weaknesses discussed for future implications. Social, political, and economic history surveyed together with an introduction to the philosophies, music, art, and literature of China. Recreational and educational visits to San Francisco's Chinatown. Sponsored by China Institute in America. **117**

CLASSES FOR CHILDREN will be conducted throughout the session in creative dramatics, art, French, and music. For further information address the Director of the Summer Session. **118**

MOUNT SAINT MARY'S COLLEGE

12001 Chalon Road, Los Angeles 49, California

Summer Session: June 29 to August 1, 1953

Fees: \$8.00 per semester hour

Sister Rose Gertrude, *Dean of Summer Session*

June 29 to August 1—ART WORKSHOP (Art 330, 2 units). Industrial Arts for the elementary school, designed especially to meeting requirements for the general elementary credential. Emphasis placed on the application of the industrial arts to the elementary school situation. **119**

June 29 to August 1—A REFRESHER COURSE IN ELEMENTARY EDUCATION (Education 330, 4 units). An intensive study of the principles of teaching made effective by assigned readings, observation, participation, and preparation of units of work. For inservice teachers and for teachers holding emergency credentials. **120**

June 29 to August 1—MUSIC WORKSHOP (Music 330, 2 units). Lesson planning and teaching of music in the elementary school. Designed to meet requirement in music for general elementary credential. **121**

OCCIDENTAL COLLEGE

1600 Campus Road, Los Angeles 41, California

Summer Session: June 22 to July 31, 1953

Fees: 1 to 3 units, \$16 per unit

4 units, \$15 per unit

5 units, \$14 per unit

6 units or more, \$13 per unit

Auditor's fee, \$10 per unit

Richard F. Reath, *Director of Summer Session*

June 20 to September 5 (approximate dates)—EUROPEAN MUSIC STUDY TOUR (Music 210). Study in the great European music centers in conjunction with the Students' International Travel Association. Academic work will be directed by Robert Gross, Professor of Music, leader of the tour. For further information address the Director of the Summer Session. **122**

June 22 to July 3—CLINIC IN TRACK AND FIELD (P. E. S101). Designed for teachers and coaches who are now, or soon will be, active in coaching track and field. To meet specific needs of the coach and give the techniques of the sport. Attention will be directed toward more effective training methods, practical field work, and use of motion pictures showing champions in action. Payton Jordon, supervisor. **123**

June 22 to July 3—**LITERATURE FOR YOUNG CHILDREN** (Ed. 127, 2 units). A two-week workshop. Verse, story telling, and books for the nursery school, kindergarten, and primary years; literature and language play in early childhood education; observation and practice in the use of story materials in school groups; principles of book selection; the educational function of books for the pre-reading child. Demonstration sessions; some meetings at Pacific Oaks Friends School. Mrs. Frances McAllister, instructor. **124**

June 22 to July 3—**WORKSHOP IN CONSTRUCTION FOR THE ELEMENTARY SCHOOL** (Ed. 137). For the elementary school teacher who has need for understanding of practices, procedures, and techniques of construction and manual arts. Especially for teachers in service and prospective teachers who wish to enrich social studies, music, arithmetic, and other aspects of daily classroom work. Mrs. Thelma M. Epley, instructor. **125**

June 22 to July 31—**DEVELOPMENT OF YOUNG CHILDREN THROUGH SCHOOL PROGRAMS** (2 units, Tuesday and Thursday evenings, 7 to 9:15). Educational implications of child development for nursery schools, kindergartens, and elementary grades. Abigail A. Eliot, Director of Teacher Education Division, Pacific Oaks Friends School, in charge. **126**

June 22 to July 31—**STUDENT TEACHING IN THE NURSERY SCHOOL** (4 units, five mornings a week, 8:30 to 12:30). Actual experience at Pacific Oaks Friends School in teaching children two to five years of age in groups under experienced leaders. Abigail A. Eliot, director. **127**

June 22 to July 31—**WORKSHOP IN ELEMENTARY SCHOOL ART** (Ed. 198). Practical application to elementary school work of art principles and materials. Leader: Mrs. Grace de Ford Patterson, Art Consultant, Los Angeles Public Schools. **128**

July 6 to July 17—**WORKSHOP IN ELEMENTARY SCIENCE** (Ed. 134d). To develop and evaluate materials and methods of teaching science to young children. Consideration of over-all science curriculum, creation of science experiences, development of fundamental science concepts, and selection and preparation of science materials of instruction. Mrs. Thelma M. Epley, instructor. **129**

July 6 to July 31—**MUSIC FOR YOUNG CHILDREN** (Ed. 116, 2 or 4 units, 2 or 4 weeks, daily, 9 to 12). A workshop in teaching music to children in the first eight years of life. Emphasis on increasing the musical equipment and understanding of teachers, as well as their ability to guide the musical development of children. Demonstration, observation, and participation at Pacific Oaks Friends School. Instruction by Margaret Axtell Crane, Music Supervisor at Shady Hill School, Cambridge, Massachusetts. **130**

July 13 to July 24—**DRIVER EDUCATION and GENERAL SAFETY EDUCATION** (Ed. 171 and 173, 2 units each, fee \$31 each). Two intensive courses offered by Marland Strasser with the co-operation of the Association of Casualty and Surety Companies and of the Center for Safety Education, New York University. **131**

July 20 to July 31—**WORKSHOP IN REMEDIAL ASPECTS OF ELEMENTARY SCHOOL TEACHING** (Ed. 146). Diagnosis and treatment of school disabilities of children, under direction of Mrs. Lora Nicholson, director of the Nicholson Clinic, experienced in the practical aspects of remedial work. **132**

PACIFIC UNION COLLEGE

Angwin, Napa County, California

First Session: June 15 to July 9, 1953

Second Session: July 12 to August 6, 1953

Third Session: August 9 to September 3, 1953

Fee: \$12 per quarter unit

George L. Caviness, *Director of the Summer Session*

June 15 to September 3—**BIOLOGICAL FIELD STATION**, operated on Mendocino coast at Albion, California, south of Fort Bragg. Courses include zoology, botany, ecology, nature education, marine biology. For information write H. W. Clark, director, Angwin, California, before June 15. After June 15 write to Albion. **133**

June 15 to September 3—**LIBRARY SCIENCE COURSES FOR UNDERGRADUATES**. Several courses for teachers asked to supervise libraries in smaller secondary and intermediate schools. Credit not acceptable toward librarianship degrees but recommended as undergraduate elective. **134**

June 23 to August 15—**SPANISH COURSES IN MEXICO**. Group travel to Mexico for courses in intermediate and advanced Spanish at Montemorelos, Nuevo Leon, Mexico with field trips. Tuition \$12 per quarter unit; travel, board and room extra. For information write G. B. Taylor, director, Angwin, California. **135**

PASADENA COLLEGE

1539 East Howard Street, Pasadena 7, California

Harvey B. Snyder, *Head, Department of Education*

June 22 to July 31—**SPECIAL SIX-WEEK PROGRAM FOR ELEMENTARY TEACHERS** (6 or 7 units, \$12 per unit). Work may be selected from the following courses: Elementary Curriculum and Methods, The School and Society, Arithmetic in the Elementary School, Child Growth and Development, Seminar in Psychological Testing, Seminar in Elementary School Music, Audio-Visual Aids in Education, and Crafts for Elementary Teachers. **136**

GEORGE PEPPERDINE COLLEGE

1121 West Seventy-ninth Street, Los Angeles 44, California

First Summer Session: June 22 to July 31, 1953

Second Summer Session: August 3 to August 28

Tuition: \$14 per semester unit; 10 per cent reduction for teachers

Lonnice T. Vanderveer, *Director of Summer Sessions*

June 22 to July 31—**DRIVER EDUCATION** (2 units; fee \$5). Methods and techniques for instructors of driver education. Repeated in second session. Tillman Hall, instructor. **137**

June 22 to July 31—**NARCOTIC EDUCATION** (2 units). To give the teacher an understanding of narcotics and their effect on the human system. Results of latest scientific research used to guide the teacher in developing lesson plans, courses of study, and teaching aids useful in teaching the nature of alcohol and narcotics as required by the California Education Code. Of interest to those concerned with the general problem of drug addiction. **138**

June 22 to July 31—TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3 units). Practical work to help the elementary teacher to bring all phases of science to the classroom. Field study of California plant and animal life. **139**

June 22 to July 31—TEACHING THE RETARDED CHILD (2 units). **140**

August 3 to August 28—DRIVER EDUCATION (2 units; fee \$5). **141**

August 26, 27, 28—TRAINING CLINIC FOR COACHES (1 unit). The Billig-Allen-Morehouse Training School for Coaches, sponsored by Pepperdine College, is the only school of its kind in the nation. Designed to aid coaches and trainers in the training and conditioning of athletic teams through new techniques and modern equipment. Review and analysis of new methods through practical application and personal participation. The physiological principles discussed are also of value in general physical education, particularly in corrective fields. **142**

SACRAMENTO STATE COLLEGE

American River at J Street, Sacramento 19, California

Summer Session: June 22 to July 31, 1953

Fees: \$7.50 per semester unit

Harold B. Roberts, *Dean of Educational Services and Summer Session*

June 17 to August 25—AUDUBON CAMP OF CALIFORNIA, conducted in Sugar Bowl Valley near Norden, California, by National Audubon Society. Five sessions of two weeks each (June 17-30, July 1-14, July 15-28, July 29-August 11, August 12-25). Campers registering with Sacramento State College may earn 2 units of upper-division credit (Nat. Sci. 197, \$15). Field trips, nature study, conservation, crafts. Enrollment limited to 50 campers per session, 18 years of age or over. Fee of \$90 for 2 weeks includes board, lodging, tuition, and transportation on field trips. Camp director, Vaughan MacCaughey. For information, write National Audubon Society, Room 201, 693 Sutter St., San Francisco 2. (After June 10 address Audubon Camp, Norden, California.) **143**

June 22 to July 3—WORKSHOP IN THE SOCIAL STUDIES AREA (2 units). For principals, supervisors, consultants, and directors of education. Designed to increase leadership effectiveness in the social studies area. Enrollees will examine social studies programs in relation to the state "Social Studies Framework," preview a variety of instructional materials, organize materials for a limited number of topics, develop precise schedules and plans, develop materials for effective presentation in local workshops for teachers, and plan sample classroom presentations. Opportunity will be provided for work on specific subtopics and special problems. Lelia Ormsby and Henry R. Hansen, co-ordinators. **144**

June 22 to July 31—ART SEMINAR (2 units). An evening activity for artists and art students interested in criticism, analysis, and production of modern art, including various movements known as fauvism, cubism, futurism, abstraction, expressionism, and surrealism. Individual and group evaluation, and discussion of criticism as an independent study. One meeting each week for studio workshop experience or observation and criticism; the other meeting for discussions of art problems led by the art staff, augmented by guest artists and critics. Tuesdays and Thursdays, 7:30-10 p.m. Paul D. Beckman, co-ordinator. **145**

June 22 to July 31—**DRIVER EDUCATION** (2 units). Aubrey Bates, instructor. **146**

June 22 to July 31—**SUMMER TELEVISION WORKSHOP** (2 to 4 units). The present status of educational television in the United States, the Western states, and California; study, observation, and experience in programming, dramatics, writing and analysis of programs suitable for classroom use; visits to local and San Francisco Bay area studios; demonstrations of closed circuits. Baxter M. Geeting, Charles V. Hume, co-ordinators. **147**

June 22 to July 31—**WORKSHOP IN ELEMENTARY SCHOOL MUSIC** (4 units). Opportunity for classroom teachers and music specialists to evaluate their own procedures; to consider new techniques; to present, discuss, and study their own problems; and to examine professional books, records, and other materials. Some emphasis on rhythmic and melodic approach for lower grades and the harmonic approach in upper grades. Consideration of the changing voice, part singing, music reading, and the listening lesson. Marian Jordalen, instructor. **148**

June 22 to July 31—**WORKSHOP: INSTRUMENTAL CLASS TEACHING** (2 units). Techniques of teaching beginning and intermediate classes in instrumental music; consideration of written and audio-visual materials for such classes; wind, string, and percussion instruments; analysis of special problems; consultations with guest authorities; provision for individual study of one or more instruments. Open to teachers of band and orchestra in elementary or secondary schools. Frederick W. Westphal, instructor. **149**

June 22 to July 31—**WORKSHOP: OFFICE MACHINES** (2 units). Recent developments in teaching operation of office machines, including adding-listing machines, duplicating machines, calculators, dictating and transcribing machines. Teachers are invited to bring problems of instruction, content, and skill development. Wm. M. Thompson, instructor. **150**

June 22 to July 31—**WORKSHOP: RETAIL SELLING** (2 units). For teachers and prospective teachers of salesmanship and merchandising; discussion of objectives, content, and teaching methods; methods of organizing and supervising work experience programs. Wm. M. Thompson, instructor. **151**

June 24 to July 29 (Wednesdays)—**SYMPOSIUM ON SCHOOL FINANCE** (1 unit). Meets June 24, July 1, 8, 15, 22, and 29 from 12 noon to 2 p.m. School administrators and students of school administration will hear guest lecturers discuss 1953 developments in California school finance, including general finance and capital outlay, problems in finance legislation, California's position in relation to the past and to other states, future possibilities. James W. Neil, co-ordinator. **152**

July 6 to July 17—**SEMINAR IN YOUTH PROBLEMS** (2 units). Meets 9 to 12 daily for two weeks. A critical analysis of conditioning factors underlying social maladjustment in children and of the behavior patterns manifested as a result of these factors. Designed for teachers with problem pupils, for workers in detention and correctional facilities, for agency workers dealing with behavior and social problems of delinquency, for school welfare and attendance officers, counselors, and supervisors. Donald Cramer, California Youth Authority, instructor. **153**

July 20 to July 31—**INSTRUCTIONAL MATERIALS WORKSHOP** (2 units). For directors of audio-visual education, supervisors, teachers, building co-ordinators. An advanced audio-visual program emphasizing materials; consideration of the development of

an A-V center in a building; scheduling, procurement, organizing, maintenance, in-service training, and general organization of an instructional materials program for a school system, a school building, or an individual teacher. Henry R. Hansen, Lelia Taggart Ormsby, and Kenneth Norberg, co-ordinators. **154**

SAN DIEGO STATE COLLEGE

San Diego 15, California

Summer Session Term I: June 29 to August 7, 1953

Summer Session Term II: August 10 to August 28, 1953

Fees: \$7.50 per semester unit

Charles W. Lamden, *Dean of Summer Sessions*

June 29 to July 3—NINTH ANNUAL GUIDANCE CONFERENCE (Ed. 156, 1 unit). A series of lecture and discussion sessions centering on current problems in counseling and guidance. Planned co-operatively with representatives of public school systems of San Diego city and county, and co-ordinated with Workshop in Pupil Personnel Services (Ed. 239). For further information, address Hilding B. Carlson, San Diego State College, Director. **155**

June 29 to July 3—WORKSHOP ON EYE SCREENING OF SCHOOL CHILDREN (Ed. 186W-S, 1 unit). For credentialed teachers or administrators who wish to qualify for vision screening as required by the Education Code and specified by the State Board of Education. A brief overview of the anatomy and physiology of vision; study and practice of techniques of administering screening tests of children's vision. Charles W. Watson, State Department of Education, director. **156**

June 29 to August 7—SUMMER DEMONSTRATION SCHOOL. The Campus Laboratory School, offering a program for children in kindergarten and grades 1, 2, 3, 4, and 6, will be staffed by outstanding demonstration teachers and will exemplify modern practices in elementary education. **157**

June 29 to August 7—WORKSHOP IN CHORAL ART (Music 118-S, 6 units). An integrated program in choral and chamber music works to be performed by the San Diego Symphony Orchestra, San Diego State College Summer Session Chorus and Faculty Ensemble. Admission subject to approval of instructors. Robert Shaw, director of the chorus. For special bulletin of details, address Pattee Evenson, Music Department, San Diego State College. **158**

June 29 to August 7—WORKSHOP IN COMMUNITY INFLUENCES ON LEARNING AND CURRICULUM PLANNING (Ed. 208, 6 units). For teachers, administrators, counselors. Development of background materials and teaching plans utilizing latest findings of research in child growth and development, family and social class influences on learning, and skills in facilitating group work, all with special reference to the classroom. Attention to skills and techniques such as the open question, pupil diary, role playing, reaction story, sociometry, parent interview schedules, etc. Program to be developed in co-operation with Adult Education Department of San Diego public schools and county and state agencies. In addition to a core staff, well versed in elementary and secondary school curriculum, a number of consultants will represent specialized areas. For additional information, address Wm. Jack Stone, director of the workshop. **159**

June 29 to August 7—WORKSHOP IN INSTRUMENTAL TECHNIQUES AND CHAMBER MUSIC FOR STRING, WOODWIND, AND BRASS INSTRUMENTS (Music 123-S, 2 units). Group

study, under outstanding teacher-performers, of physical control of musical instruments and the analysis, performance, and interpretation of literature for each instrument. Augmented by regular sessions of practical experience in performance of chamber music in various ensemble units. Admission subject to approval of instructors. For further information address Pattee Evenson, Music Department, San Diego State College. **160**

June 29 to August 7—WORKSHOP IN PUPIL PERSONNEL SERVICES (Ed. 239, 3 units). Special opportunities for teachers, administrators, and counselors to explore, under exceptional leadership, both general and specific areas of school guidance. The workshop keynoter will be Willis E. Dugan, University of Minnesota. Enrollment limited to 60 students. Prerequisite: teaching experience and permission of director of workshop, George A. Koester. **161**

June 29 to August 7—WORKSHOP IN SOCIAL STUDIES (Elem. Ed. 149D-S; Sec. Ed. 189-S; 3 to 6 units). Development of individual and group projects in background for social studies, plans, materials, methods, resource units, core programs, utilization of the state framework in the social studies, methods with exceptional children, experimentation, and evaluation as they relate to the teaching of social studies. Sponsored jointly by San Diego State College and the San Diego County Superintendent of Schools. Activities may include construction and evaluation of materials, discussion of problems, observation of social studies lessons, excursions to local resources, examination of films and filmstrips and analysis of other audio-visual materials, and research. Further information may be secured from Joe A. Apple, director of the workshop. **162**

June 29 to August 7—WORKSHOP FOR TEACHING THE MENTALLY RETARDED (Ed. 185, 3 to 6 units). For teachers of special classes for mentally retarded children and applicants for the special secondary credential for the teaching of the mentally retarded. Observation of a demonstration class taught by an outstanding teacher; building of instructional materials; and development of methods in teaching. Francis A. Ballantine, Co-ordinator of Special Education, San Diego State College, will direct the workshop with co-operation of local and out-of-state consultants. For further information address Dr. Ballantine. **163**

July 6 to July 10—SEVENTH ANNUAL AUDIO-VISUAL EDUCATION CONFERENCE (Ed. 171, 1 unit). Teachers, school administrators, audio-visual directors and school building representatives are invited to participate in a one-week conference on audio-visual administration. Committees will consider vital administrative problems such as finance, distribution, local production, in-service education, facilities and equipment, and the work of the audio-visual building representative. Special attention to the school uses of television. For further information address James S. Kinder, co-ordinator of audio-visual services, San Diego State College. **164**

July 13 to July 17—SECOND ANNUAL MATHEMATICS CONFERENCE (Ed. 129C-S, 1 unit). Lectures, discussions, and demonstrations on problems in teaching of elementary and secondary mathematics. Designed for teachers, supervisors, and administrators. General sessions on development of basic concepts and procedures; special-interest sessions organized on the basis of grade level and specific topics. For further information address Mrs. Marguerite Brydegaard, San Diego State College, director of the conference. **165**

July 20 to July 24—ELEVENTH ANNUAL INSTITUTE OF WORLD AFFAIRS (Pol. Sci. 168-S, 1 unit). A series of five afternoon lectures and five evening panels on various phases of international affairs. To provide a source of expert and reliable infor-

mation for a clear appreciation of problems faced by the United States in current international relations, special effort is made to secure speakers of national and international repute with extensive experience, both theoretical and practical, in the field of their specialty. For a special brochure listing institute speakers and topics, address Minos Generales, San Diego State College. **166**

August 10 to August 21—SECOND ANNUAL WORKSHOP IN HEALTH EDUCATION (Health Ed. 154, 2 upper division or graduate units). Opportunities to explore general and specific areas of school and community health education; special attention to planning, conducting, and evaluating the instructional program; methods of improving personnel relationships in the school health program; mental health in school and home; the place of health education in the total school program. Under the leadership of Ben W. Miller, University of California at Los Angeles, nationally eminent consultants will serve throughout the workshop. Sponsored by San Diego State College, San Diego Public Schools, San Diego County Superintendent of Schools, San Diego Department of Public Health, San Diego County Chapter of National Foundation for Infantile Paralysis, San Diego County Branch of American Cancer Society, and San Diego County Tuberculosis and Health Association. Special brochure available on request. **167**

August 17 and 18—SECOND ANNUAL CONFERENCE ON COMMUNITY GROUP LEADERSHIP. Designed for both professional and volunteer workers in group work and recreation. Emphasis will be on small discussion sections, centering around the problems commonly met by those who work with other leaders in a supervisory or administrative capacity. Cosponsored by San Diego State College and the Group Work and Recreation Division of the San Diego Community Welfare Council. Trained consultants will be supplied from both organizations. **168**

SAN FRANCISCO COLLEGE FOR WOMEN

Lone Mountain, San Francisco, California

Summer Session: June 18 to July 31, 1953

Post-Session: August 3 to August 28, 1953

Fees: \$10 per semester unit

For information address *Dean of Summer Session*

June 18 to July 31—WORKSHOP IN ARITHMETIC METHODS (Ed. 131, 3 units). Analysis of the essential processes of arithmetic and the best methods of teaching these processes. **169**

June 18 to July 31—WORKSHOP: TEACHING OF JOURNALISM IN HIGH SCHOOL (Ed. 200 or Journalism 200, 3 units). Purpose and function of high school journalism; teaching the writing of straight news, features, editorials; preparation of copy for the printer; copy-reading, proof-reading; newspaper makeup and art work; organization and functioning of the news staff and business staff. **170**

August 3 to August 7—WORKSHOP: CHRISTIAN IMPACT IN ENGLISH (Eng. 173, 2 units). A short, intensive summer session workshop. **171**

August 3 to August 7—INSTITUTE ON THE GREGORIAN CHANT (1 or 2 units credit in Music 114 or 214, or in Education). Chant and choral work conducted by members of the Gregorian Institute of America. Morning instruction, afternoon seminars, roundtables, and chant practice. Special fee for the week, \$25. **172**

SAN FRANCISCO STATE COLLEGE

124 Buchanan Street, San Francisco 2, California

Interession: June 15 to June 19, 1953

Regular Summer Session: June 22 to July 31, 1953

Post-Session: August 3 to August 21, 1953

Modesto Session: June 15 to July 24, 1953

Santa Rosa Session: June 22 to July 31, 1953

Vallejo Session: June 22 to July 31, 1953

Fees: \$7.50 per semester unit

Leo F. Cain, *Dean of Summer Sessions*

June 15 to June 19—CONFERENCE ON APPLICATIONS OF MODERN PSYCHOLOGY TO SCHOOL PRACTICES. General sessions, small guided-discussion groups, and special interest meetings will consider the application of newer clinical and research findings in child development to current public school practices. Designed to narrow the gap between psychological research data and their practical application to everyday school usage. Address inquiries to Eleanor Skimin, San Francisco State College.

173

June 15 to June 19—CONFERENCE ON THE ADMINISTRATOR'S ROLE IN CURRICULUM DEVELOPMENT IN SECONDARY SCHOOL (no credit). Sponsored by regional directors of California Association of Secondary School Administrators. A workshop-type conference for secondary school administrators, enabling them to explore problems in curriculum leadership. Address inquiries to Frederic T. Shipp, San Francisco State College.

174

June 15 to June 19—HOME LIGHTING WORKSHOP (Home Economics s199, 1 unit). Practical work for teachers, consultants, and others interested in home lighting as professionals or laymen. Lectures by experts, supplemented by films, slides, demonstrations, and full-scale displays, will stress the principles underlying safety, effectiveness, and harmony of lighting and decor. Address inquiries to Gertrude Luehning, San Francisco State College.

175

June 16 to June 19—CONFERENCE ON PROBLEMS IN JUNIOR HIGH SCHOOL ADMINISTRATION (Ed. s189.3, 1 unit). Jointly sponsored by Northern Section, Junior High School Principals Committee, California Association of Secondary School Administrators, and San Francisco State College. Special attention to administrator-staff relationships based upon problems submitted from the field. Address inquiries to Joe Smith, San Francisco State College.

176

June 16 to June 19—SPECIAL CLINIC IN TEACHING TYPEWRITING AND TRANSCRIPTION (Bus. s199.4, 1 unit). Special one-week clinic on new developments in teaching typewriting and transcription. Leaders will conduct daily seminar and workshop sessions, giving special attention to modern teaching techniques, visual aids, electric typewriters, and machine transcribing. Address inquiries to Eleanor Skimin, San Francisco State College.

177

June 22 to July 31—ADVANCED WORKSHOP IN JUNIOR HIGH SCHOOL EDUCATION (Ed. s253.2, 6 units). Opportunity for junior high school teachers, curriculum coordinators, supervisors, and principals to work under guidance on curriculum problems. Findings in child development, sociology, and methodology, and current trends in curriculum development will be brought to bear on participants' problems. A demonstration class in basic instruction for junior high school will be conducted. Permission of the instructor required for enrollment.

178

June 22 to July 31—DRIVER EDUCATION (2 units). Richard Boyle, instructor.

179

June 22 to July 31—**EDUCATION OF EXCEPTIONAL CHILDREN** (3 to 6 units). An extensive program will be offered in speech correction and in education of the mentally retarded, the visually handicapped, the partially sighted, the deaf, the hard of hearing, the orthopedically handicapped, the cerebral palsied, and the gifted. More than 40 different courses will be offered, including six workshops. Facilities for observation and clinical practice in the demonstration school will be available. Facilities of local hospitals and the California Youth Authority, public schools in the San Francisco Bay area, and the Northern California School for Cerebral Palsied Children will be fully utilized. **180**

June 22 to July 31—**INDUSTRIAL ARTS TEACHERS WORKSHOP** (Ind. Arts s159.1-2-3; 2, 4, or 6 units). Two-week sessions permitting students to concentrate in one phase of the industrial arts program for 2, 4, or 6 weeks, or to select different areas for emphasis in successive periods. Dates of periods are June 22-July 3; July 6-17; July 20-31. Six areas for emphasis are general shop, electricity, metalwork, woodworking, drafting, and graphic arts. **181**

June 22 to July 31—**WORKSHOP: ACTION PROGRAMS IN HUMAN RELATIONS** (Ed. s204.4, 6 units). Designed for teachers, principals, supervisors, and community workers interested in specific programs in human and group relations. Specialization in work groups will be possible according to interests and backgrounds of enrollees, e.g., curriculum in human relations, group processes in classroom, leadership techniques for working with staffs and community groups. Address inquiries regarding preregistration to Hilda Taba, San Francisco State College. **182**

June 22 to July 31—**WORKSHOP IN ELEMENTARY SCHOOL SCIENCE** (N.S. s100, 2 units). Content, materials, and methods for improved teaching of science in elementary schools. Emphasis on the appropriate physical science. Attention to life sciences and to the place of all natural science in the elementary school curriculum. Pre-requisite: Competence in nature study. **183**

June 22 to July 31—**WORKSHOP IN JUNIOR AND SENIOR HIGH SCHOOL SCIENCE** (N.S. s184.3 units). Practical work on problems encountered in junior and senior high school sciences—general, physical, and biological. A flexible program designed for in-service science teachers. Content and procedures vary with needs of group. **184**

June 22 to July 31—**WORKSHOP ON LEADERSHIP IN PARENT EDUCATION** (Ed. s203.1, 3 to 6 units). For teachers and PTA leaders interested in conducting parents' meetings. Overview of child development, common parental problems and anxieties, practice in leading discussions, analysis of techniques following observations of actual parent education meetings conducted in the Bay area. Auditors will be accepted. **185**

June 22 to August 3 (or 27)—**STUDY TOUR TO JAPAN, MANILA, AND HONG KONG**, conducted in co-operation with American President Steamship Lines, for study of current conditions and problems in the Orient. Interviews with cultural, educational, and political leaders; visits to government ministries, educational and social service institutions, farming areas, and factories. Six units (Humanities s190.3, 3 units; Social Science s197, 3 units). Address inquiries to Theodore E. Treutlein, Professor of History, San Francisco State College, Director. **186**

June 24 to July 30—**SUMMER DEMONSTRATION SCHOOL**. Classes for children from kindergarten through eighth grade and classes and clinics for exceptional children will be conducted from 9 to 12 daily. Classes in the demonstration school emphasize work in social studies, language arts, and arithmetic, supplemented with enriched opportunities for creative activities. There is no tuition charge. Enrollment is

limited and early registration is urged. Children must plan to be in regular attendance for the entire period. An extended day care program will also be offered during the afternoon.

187

June 27 to August 16 (or 23)—STUDY TOUR TO SOUTH AMERICA, an accredited summer tour conducted by Alfred G. Fisk, Professor of Philosophy, in co-operation with Moore-McCormick Steamship Lines and Pan American Airways. To provide an acquaintance with peoples and cultures of selected South American countries, and to study their existing social, political, and economic patterns.

188

June 30 to August 17—CAMPING AND OUTDOOR EDUCATION, conducted at Camp Sierra at Yuba Pass near Sierra City. Intensive training for qualified students accepted as counselors, June 30-July 5; laboratory experience in field work, leadership methods, camp administration, etc., July 6-August 15, for students who assist as counselors in the operation of the Children's Laboratory Camp; August 15-17, completion of credit assignments and routines in closing camp. Counselors can earn up to 7 units of credit.

189

July 7 to August 15—EUROPEAN STUDY TOUR—MUSIC FESTIVALS AND ART (Creative Arts s196, 6 units). Visits to cathedrals, opera houses, art galleries, concerts, and festivals in France, Italy, Austria, Germany, and England. The International Conference on Music Education sponsored by UNESCO at Brussels may be attended by students who start June 29. D. Sterling Wheelwright, Associate Professor of Music and Humanities, San Francisco State College, Director.

190

August 3 to August 21—THE UNITED NATIONS AND THE SCHOOL CURRICULUM (International Relations s192, 3 units). A three-week institute primarily for teachers. An examination of the international organization as an approach to resolving world tensions and crises. Emphasis on the evolution, organization, and function of the U. N. and the effective utilization in the school curriculum of materials pertaining to the U. N. and the specialized agencies.

191

August 3 to 21—WORKSHOP ON ECONOMIC EDUCATION. Through contributions from business representatives from this area and assistance from the Joint Council on Economic Education, a three-week workshop will be offered (1) to give teachers a clear overview of the American economic system; (2) to assist teachers in the preparation of suitable instructional materials that will be functional and useful at the secondary school level; (3) to encourage maximum community support for and participation in programs of economic education. Participation limited to 80 teachers, curriculum specialists, supervisors, and administrators from junior and senior high schools and junior colleges in northern and central California and neighboring states. Registration on basis of written application, recommendations, and interviews. Living expenses for the period will be provided. Applications should be addressed to Economic Education Workshop, Anderson Hall 100, San Francisco State College.

192

August 17 to August 28—WORKSHOP IN AVIATION EDUCATION (Ed. s196.1, 2 units). Conducted at San Mateo Junior College campus, Coyote Point. Registration fee, \$17. A co-operative project with the aviation education committee of the California Association of Secondary School Administrators and the California State Department of Education. For teachers, counselors, and school administrators, and student-teachers within 8 units of the A.B. degree. Opportunity to learn how aviation motivates learning and sustains the natural interests of youth in the modern world. Orientation flights and considerable field work in aviation industry plus development of curriculum materials for local use. Living accommodations are available at nominal cost at the workshop center. Enroll with Frederic T. Shipp, San Francisco State College.

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SAN JOSE STATE COLLEGE

San Jose, California

Summer Quarter: June 22 to August 28, 1953

Six-week Session: June 22 to July 31, 1953

Hartwell College Session: June 22 to July 31, 1953

Four-week Session: August 3 to August 28, 1953

Fee: \$5.00 per quarter unit (unless otherwise specified)

Raymond M. Mosher, *Dean of Summer Quarter*

June 14 to July 4—Seventeenth Annual WEST COAST NATURE SCHOOL (3 sessions, 1 week each, 2 quarter units per session, \$7.50 per unit): June 14 to 21, Mendocino Woodlands; June 21 to 27, Sequoia National Park; June 28 to July 4, Mammoth Lakes. Each session is held in a region of general interest to students of nature, where headquarters is established from which field trips start each morning under leadership of a staff member. Throughout the week the groups rotate in such a manner that each student takes one day's trip with each staff member, gaining familiarity with the geology and physiography of the region, its trees and shrubs, wild flowers, birds, mammals, reptiles, and insects. The ten staff members are present, or former, members of the San Jose State College faculty. For further information and reservations, address Gertrude Witherspoon Cavins, San Jose State College. **194**

June 22 to July 11—SCHOOL CAMPING AND OUTDOOR EDUCATION WORKSHOP (P. E. 363, 6 quarter units). A summer workshop in camp in the famous Mother Lode country, for college students, teachers, supervisors, consultants, and administrators. One week of orientation, two weeks of leadership activities with children in camp. Staff consists of Elwood Mitchell, supervisor of physical education and director of camping-outdoor education, Santa Clara County; Lola Eriksen, supervisor of education at California Junior Museum, State Fairgrounds, Sacramento; specialists in natural science, arts and crafts, waterfront activities, music, and folk dancing; consultants from the State Department of Education (Verne S. Landreth and Louis E. Means), state departments of Natural Resources, Fish and Game, Division of Forestry, and Calaveras Grove Association. Cost of registration, board and room for three weeks, \$85. Camp located in Calaveras County on State Highway No. 4, 5 miles from Calaveras State Park. This workshop will be repeated July 6 to July 25, overlapping first session one week. For information address Elwood Mitchell, 2320 Moorpark Ave., San Jose. **195**

June 22 to July 31—CURRICULUM AND METHODS OF TEACHING MENTALLY RETARDED CHILDREN (Ed. 271s, 3 quarter units). Techniques and methods of teaching mentally retarded children. Each student will plan a curriculum for use in the field of special education. Students wishing an opportunity to teach in the remedial reading clinic should reserve either the 8, 10, or 11 o'clock hour. **196**

June 22 to July 31—DEMONSTRATION SCHOOL (ELEMENTARY) (3 to 9 quarter units), kindergarten through grade 8. Demonstration of good current practice; emphasis on speech improvement, remedial reading clinic for mentally handicapped, kindergarten-primary workshop. For further information, and for enrollment of pupils, address Katherine H. Hall, San Jose State College, director. **197**

June 22 to July 31—DRIVER EDUCATION (Ed. 192s, 292s, 3 quarter units, \$15). Six weeks, 1 hour and 50 minutes daily, to qualify secondary school teachers as instructors in driver education. **198**

June 22 to July 31—**EARLY CHILDHOOD EDUCATION** (Ed. 205s, 3 units). To give experienced teachers knowledge of the latest trends in the teaching of kindergarten and primary grades. New books and pamphlets for the teacher and child are examined. Each week the class visits the Demonstration School. Students who wish to work on individual problems will hold special conferences with the instructor. **199**

June 22 to July 31—**KINDERGARTEN-PRIMARY WORKSHOP** (Ed. 290s, 6 or 9 quarter units). Designed as a refresher course for experienced kindergarten-primary teachers and as orientation for emergency teachers. Daily observation in the Demonstration School, conferences with the demonstration teacher and staff, practical work on the kindergarten-primary level. Sections in program organization, social studies, story telling, language arts, reading, nature study, arts and crafts, music and rhythms, mental hygiene, health and physical education. **200**

June 22 to July 31—**OBSERVATION** (Ed. 240s, 240Bs, 3 or 6 quarter units) and **PARTICIPATION** (Ed. 241s, 6 or 9 units). This program permits experienced teachers or beginners to spend one to three hours daily in the Demonstration Elementary School, supplemented by appropriate workshops and conferences. **201, 201A**

June 22 to July 31—**REMEDIAL READING** (Ed. 217s, 3 quarter units) and **REMEDIAL CLINIC**. Stresses the psychology and methods used in teaching the slow learner, prevention as well as correction of reading difficulties. Attention to teaching the slow child in the regular classroom. Students taking remedial reading may elect to earn part of their credit for the course by teaching a handicapped child one hour each day under supervision of the instructor. **202**

June 22 to July 31—**SUMMER DRAMA PROGRAM** (Speech 90s, 190s, Activity Projects, 3 or 6 quarter units). Opportunities for participation by any student interested in working on play production or acting. **203**

June 22 to July 31—**TEACHER PERSONNEL PROBLEMS** (Ed. 211s, 3 quarter units). Especially designed for teachers, administrators, supervisors, and counselors who work with adults as well as with children. Consideration will be given to such problems as personality adjustment, establishment of parent-teacher rapport, orientation, pupil-teacher load, extracurricular activities, public relations, parent education, and in-service training of all certificated and noncertificated personnel. **204**

June 22 to July 31—**TRAINING SCHOOL FOR LIBRARIANS**—Six courses each summer, three basic (Reference, Cataloging, School Library), and three others rotated in such a manner as to enable students to complete the year course in four consecutive summers. For further details address Department of Librarianship. **205**

June 22 to July 31—**WORKSHOP ON EFFECTIVE CITIZENSHIP** (Ed. 216s, 3 or 6 quarter units). A comprehensive course consisting of field trips and seminar discussions designed to develop an understanding of methods of exploration pertaining to government and public affairs and of group synthesis of experiences in this field. The object will be to demonstrate a methodology that can be used by teachers to make citizenship a vital, challenging subject. A background knowledge of American institutions, history, and current events is expected. H. Donald Fletcher, director of the Coro Foundation, San Francisco, instructor. **206**

June 22 to July 31—**WORKSHOP IN SUPERVISION** (Ed. 214s, 6 or 9 quarter units). Opportunity is afforded administrators, practicing supervisors, and a limited number of students-in-training to explore fully the techniques of supervision of elementary and secondary instruction. Besides the workshop co-ordinator, there will be eight

or ten full-time consultants in curricular and general areas, as well as part-time consultants on special topics. As planned, the workshop will occupy practically the full time of each enrollee. Early application is invited since enrollment must be limited. **207**

August 17 to August 28—CALIFORNIA AVIATION EDUCATION WORKSHOP (2 units), conducted at San Mateo Junior College campus, Coyote Point. A co-operative project with the aviation education committee of the California Association of Secondary School Administrators and the California State Department of Education. For teachers, counselors, and school administrators, and student-teachers within 8 units of the A.B. degree. Opportunity to learn how aviation motivates learning and sustains the natural interests of youth in the modern world. Orientation flights and considerable field work in aviation industry, plus development of curriculum materials for local use. Living accommodations are available at nominal cost at the workshop center. Registration fee, \$17. Send application for enrollment to Tom Leonard, San Jose State College. **208**

SAN JOSE STATE COLLEGE SUMMER SESSION

At Hartnell College, Salinas

John Lemos, President, Hartnell College

June 22 to July 31—ACTIVITY LABORATORY (I.A. 117A, 3 quarter units). Training in the design and construction of units to vitalize, clarify, and integrate subject-matter content in industrial arts. **209**

June 22 to July 31—DRIVER EDUCATION (Ed. 192, 3 quarter units). Designed to qualify secondary school teachers as instructors in driver education. **210**

June 22 to July 31—KINDERGARTEN-PRIMARY WORKSHOP (Ed. 156, 3 to 6 quarter units). Designed as a refresher course for experienced kindergarten-primary teachers and as one in orientation for emergency teachers. **211**

June 22 to July 31—WORKSHOP IN ELEMENTARY SCHOOL SCIENCE (Ed. 126, 3 quarter units). This course will give a brief survey of the elementary social science field. Each teacher will work out a complete social studies course for her particular grade. **212**

SANTA BARBARA COLLEGE OF THE UNIVERSITY OF CALIFORNIA

Santa Barbara, California

Summer Session: June 29 to August 7, 1953

Fee: \$51 for the session

Provost J. Harold Williams, in charge

June 29 to August 7—DEMONSTRATION SCHOOL, for classes in kindergarten, grades one through six, and in special subjects. Fee for pupil enrollment in each class group is \$15 for the six weeks. Open for observation by students in courses in early childhood and elementary school curriculum. **213**

A special room for remedial work will be organized for children who have difficulties in reading, spelling, arithmetic, or speech. Special instruction will be given to small groups for one hour daily during the session. Fee for attendance one hour daily is \$15 for the session. Enrollment of pupils in this class will be

based upon recommendations by the Guidance Department of Santa Barbara Public Schools, or of the Chairman of the college Department of Education.

August 10 to August 22—Twenty-first Annual INSTITUTE OF NATURE STUDY AND CONSERVATION (Biol. X 180CD, 2 units, upper division, for teachers and college graduates; certificates of attendance for others). Conducted by University of California Extension in co-operation with Santa Barbara Museum of Natural History and Santa Barbara Botanic Garden. Field classes in seashore life, insects, native birds, western trees, rocks and minerals, and elementary science methods. Techniques of presenting nature-study materials; field trips and discussions on conservation. Estimated living expenses for 2 weeks, \$50-60. Leisure time for participation in traditional Santa Barbara Fiesta, August 19-22. Address inquiries to University of California Extension, 906 Santa Barbara St., Santa Barbara. **214**

STANFORD UNIVERSITY

Stanford, California

Summer Quarter: June 22 to August 18, 1953 (eight weeks)

Tuition and fees: Full quarter (16 quarter units), \$220; half-time or half quarter (9 units), \$125; unit basis (for graduate students), a graduated scale from 3 units, \$60, to 6 units, \$90. Special fees for short workshops and institutes.

June 22 to June 26—INSTITUTE ON OPERATION AND MAINTENANCE OF SCHOOL BUILDINGS (E 228a, 2 quarter units; fee \$35, auditors \$10). James D. MacConnell, instructor **215**

June 22 to June 26—SEMINAR-CONFERENCE IN SPEECH. Intensive work in speech organization; methods of persuasion; discussion methods, organization, and leadership; experience in speaking before audiences; advice on speech defects; guidance and advice on handling of voice problems; elementary training in reading effectively from the printed page. For community leaders, businessmen, and labor leaders who need proficiency in public speaking and discussion methods, and for secondary school teachers who desire refresher materials in the speech field. Registration limited to 30. Helen Schrader, of the Department of Speech and Drama and the School of Education, director. **216**

June 22 to June 27—ADVANCED FOOTBALL METHODS (E 271c, 2 units). The first of a series of four one-week courses in advanced coaching methods, scheduled consecutively, taught by head coaches at Stanford, each yielding 2 quarter units of credit. Fee, \$35 each. Students may enroll in any one or any combination of offerings in this series. (June 29 to July 3, baseball; July 6 to 10, basketball; July 13 to 17, track and field.) **217**

June 22 to July 3—GUIDANCE WORKSHOP I (E 339a, 4 quarter units, \$65). A two-week workshop for elementary teachers, supervisors, and administrators, emphasizing definition and function of guidance, basic principles, desirable and undesirable practices; methods by which principals, supervisors, and teachers can work together to achieve desirable practices, and how the elementary school can relate itself to home and community. A joint enterprise of the School of Education and the State Department of Education, under direction of Helen Heffernan and Henry B. McDaniel, with the assistance of the following as consultants: I. James Quillen and Fannie Shaftel, of Stanford, Ruth Edmands, Donald Kitch, William McCreary, and Bernard Lonsdale of the State Department of Education. Enrollment is limited. Applicants should submit statements of qualifications to the Workshop Secretary, School of Education, Stanford University, before June 1. **218**

June 22 to July 3—**WORKSHOP FOR DIRECTORS OF CURRICULUM AND ELEMENTARY SUPERVISORS** (E 344W, 4 units, \$65). A two-week workshop for a selected group of 40 curriculum workers, to explore recent research, experimental findings, and creative proposals for improvement of the elementary school curriculum. Consultants will include Lois M. Stolz, Acting Professor, Department of Psychology; Helen Heffernan, Assistant Chief, Division of Instruction, State Department of Education; Paul R. Hanna, Professor of Education, and Daniel T. Dawson, Acting Assistant Professor of Education at Stanford; and William W. Wattenberg, Associate Professor of Education and Educational Psychology at Wayne University. Enrollment is limited. Applicants should submit statements of qualifications to the Workshop Secretary, School of Education, by June 1. **219**

June 22 to July 3—**WORKSHOP IN FUNDAMENTALS OF PHYSICAL EDUCATION ACTIVITY** (E 261, 2 to 4 units, \$35-\$65). For elementary and secondary school teachers of physical education and college teachers of sports or dance; both men and women are eligible to enroll. Betty Meredith-Jones, expert in the Laban method of movement analysis, will conduct the workshop in a study of movements that are basic to all physical activities. Enrollment is limited. Applicants should submit statements of qualifications to Professor Maud L. Knapp before June 1. **220**

June 22 to July 17—**CHAMBER MUSIC INSTITUTE** (Music 173, 3 or 4 units, first 4 weeks). **221**

June 22 to August 18—**SPEECH CORRECTION AND AUDIOLOGY CLINIC** (Speech 150, 251, 258). Special emphasis on training for work with the hard of hearing. In addition to the regular program of the Speech and Hearing Clinic, a special clinic for hard-of-hearing children will be organized to operate in conjunction with the special courses in this field. Auditory training, lip reading, and speech correction for these children will be emphasized. Visiting staff members will include Ward Rasmus of San Jose State College. Hayes Newby of the Stanford staff will direct the summer clinic. **222**

June 22 to August 18—**STANFORD SUMMER RADIO-TELEVISION INSTITUTE**. An eight-week summer institute designed specifically for advanced training in the fields of radio broadcasting and telecasting and for training of teachers in the utilization of radio as an educational medium. Emphasis upon advanced training of persons in the broadcasting industry and, upon the basic equipment of teachers in the utilization of radio programs and radio techniques for instructional purposes. The problems of television will be given special consideration. Not for beginners. For further information address Executive Head, Department of Speech and Drama. **223**

June 22 to August 18—**WORKSHOP IN DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES** (E337, 8 units, 8 weeks). Offered by the Counseling and Testing Center in conjunction with the School of Education to serve a dual purpose: (1) to provide intensive supervised training in diagnosis and remedy of reading difficulties for a carefully selected group of classroom teachers; (2) to provide individual remedial instruction of high professional caliber to a limited number of children referred by their schools as a public relations and public service undertaking. Enrollment of teachers limited to 20. Workshop program includes 3-hour seminar, one-hour individual conferences, one-hour observation periods; 3 hours of supervised remedial teaching of a group of three children. Admission subject to approval of the director. **224**

June 23 to August 18—**HISPANIC AMERICAN INSTITUTE**. The faculties of Humanities and Sciences will bring together for this Institute a rich offering of courses dealing with Spain and Hispanic America, together with special features such as exhibi-

- tions, concerts, lectures, and theatrical performances. The theme of this year's Institute will be "Pacific South America." Representatives of Colombia, Ecuador, Peru, Bolivia, and Chile, as well as U. S. experts in these areas, will give lectures and conduct seminars during the Institute. Women students wishing to live in a house where Spanish is spoken may apply for admission to Casa Espanola, which is under the direction of a Spanish American. For further information, address Hispanic American Studies, Room 241, Stanford University. **225**
- June 29 to July 3—ADVANCED BASEBALL METHODS (E217a, 2 units, \$35). **226**
- June 29 to July 3—SCHOOL PLANT PLANNING INSTITUTE (E228b, 2 units, \$35). Major problems in school building, including educational planning, financing, insurance, site selection, and utilization. Auditors' fee, \$10. James D. MacConnell, director. **227**
- July 6 to July 10—ADVANCED BASKETBALL METHODS (E271b, 2 units, \$35). **228**
- July 6 to July 10—TELEVISION AND EDUCATION (E341W, 4 units, \$65). A workshop offered in co-operation with the Summer Radio and Television Institute to deal with television as a resource and responsibility for education. New educational television stations will create opportunities as well as problems. This course, designed to help school people, will combine lectures, demonstrations, and individual projects. Paul deH. Hurd, Assistant Professor of Education, instructor. **229**
- July 6 to July 24—GUIDANCE WORKSHOP II (E339b, 6 units). A comprehensive review of counseling theory and practice. Discussion, consultation, examination of written material, individual assistance in developing plans. Open to counselors, administrators, and teachers who have had training and experience in guidance work; admission subject to approval of the Director. Enrollment limited to 35. Applicants should submit statements of qualifications to H. B. McDaniel, School of Education. **230**
- July 13 to July 17—ADVANCED TRACK AND FIELD METHODS (E271d, 2 units, \$35). **231**
- July 13 to July 17—INSTITUTE FOR TEACHERS OF ENGLISH, sponsored by the California Council of English Associations and the Department of English. Theme: "Values in the Teaching of Literature in High School." Lectures, discussions, and workshops in planning teaching units. For the full program, and information concerning fees, credit, cost of room and board, address Department of English, Stanford University. **232**
- July 20 to July 25—INTERNATIONAL FILM FESTIVAL. Motion pictures from the international screen will be shown in connection with a series of discussions to be held immediately after the showings, focused on the revelation of social and cultural values in selected films, domestic and foreign. **233**
- July 20 to July 24—STANFORD BUSINESS CONFERENCE. Offered by the Graduate School of Business to help business executives of the Pacific Coast region to continue indefinitely their education in business. Morning lectures dealing in a practical way with present-day problems fundamental to business welfare and progress; afternoon round-table group meetings; dinner meetings with prominent speakers. Further information may be secured from the Dean, Graduate School of Business. **234**
- July 27 to August 14—GUIDANCE WORKSHOP III (E339c, 6 units). For professional guidance workers who wish to extend technical skills, analyze current problems, plan new activities. Extensive and intensive study of guidance practices, counseling techniques, and evaluative research. Open to directors and supervisors of guid-

ance, full-time counselors, and others who have had extensive work in guidance or psychology. Admission subject to approval of the Director. Enrollment limited to 35. Applicants should submit statements of qualifications to H. B. McDaniel, School of Education. **235**

August 3 to August 14—WORKSHOP IN INTERGROUP EDUCATION (E211w, 4 quarter units, \$65). A two-week workshop to explore research, curriculum, and materials in intergroup education. Offered in co-operation with the Commission on Educational Organizations, National Conference of Christians and Jews. Attention will be centered primarily upon the interests of elementary and secondary school teachers. A limited number of scholarships covering all or part of the cost of tuition, room and board, are available; application forms for scholarships may be secured from the School of Education, and should be filed by May 15. Herbert L. Seamans, Director of the Commission on Educational Organizations, N.C.C.J., will direct the workshop. Associated with him will be Hilda Taba and John T. Robinson of San Francisco State College. **236**

August 4 to August 13—WORKSHOP IN PHYSICAL THERAPY (3 units, \$50). Child development and motivation; physical evaluation and functional testing; speech re-education as related to physical therapy and occupational therapy; fundamentals of home treatment. The workshop will be primarily concerned with cerebral palsy, but the material will be useful in the treatment of other types of disabilities. For information on this workshop and on opportunities for scholarships, loans, and training by the U. S. Air Force and U. S. Navy, address the Director, Division of Physical Therapy, School of Education, Stanford University. **237**

UNIVERSITY OF CALIFORNIA

School of Education, Berkeley 4

Summer Session I: June 22 to August 1, 1953

Summer Session II:

August 3 to August 28 (for students in Education)

August 3 to September 12 (for students in departments other than Education)

Fees: 6-week sessions, \$51 per session; 4 weeks, \$34 per session

A. R. Davis, *Dean of the College of Letters and Science, in charge*

June 15 to June 19—ADVANCED SEMINAR IN DRIVER EDUCATION (1 unit, \$15). Intensive instruction of an advanced nature for teachers specializing in driver education. Open to those who have completed X 338AB and X 338CD or their equivalents. **238**

June 22 to August 1—CLINICAL PRACTICE IN SPEECH THERAPY (Ed. 394S, 2 units). Supervised teaching in correction of speech defects and disorders. Special consideration of problems of speech development and correction as related to the public school. Special demonstration class and daily conference hour in which teacher and parent participate. **239**

June 22 to August 1—DEMONSTRATION ELEMENTARY SCHOOL, conducted at Whittier-University Elementary School. Daily demonstrations of modern elementary school learning situations, kindergarten and grades 1 to 6. Open to summer session students, especially those enrolled in courses in elementary education. Fee for children is \$25, \$7.50 of which is payable at the time of application. Application may be made by addressing the Secretary of the Demonstration Elementary School, Room 307, Haviland Hall, University of California, Berkeley 4. Enrollment is limited to the first 30 children applying for admission to each class. **240**

June 22 to August 1—**ELEMENTARY EDUCATION WORKSHOP** (Ed. 133A, Arithmetic, Enoch Dumas, *Instructor*; Ed. 133R, Reading, David H. Russell, *Instructor*; Ed. 133S, Science, Ned E. Bingham, *Instructor*; 2 units each). Study of problems in elementary education by means of group discussions, meetings, individual conferences, participation in creative activities, and observation in the Demonstration Elementary School. Opportunities for specialization in the preparation of curricular material. Emphasis upon solution of individual problems brought by participating teachers, superintendents, and elementary school principals. **241**

June 22 to August 1—**SPEECH CLINIC**

- * *Clinic for Stutterers*, available to adults and children over 12 years of age. Techniques for retraining of the speech mechanism and rebuilding of the mental and emotional life of the stutterer. Enrollment limited to 25. Fee, \$5. Daily, 3-4 p.m.
- ** *Clinic for Articulatory Difficulties* for adults and children. Daily, 2-3 p.m.
- ** *Clinic for Nervous Speech Disorders*, for children from 5 to 12 years of age. Enrollment limited to 20. Daily, 3-4 p.m.
- ** *Special Demonstration Clinic* for young children with speech defects and disorders, to demonstrate speech development and correction in relation to the acquisition of other basic skills. Enrollment limited to 8 children who will be able to enter the first grade in September, 1953. Fee, \$25 per child. Daily, 8:45 to 11. **242**

June 22 to August 14—**DEMONSTRATION SECONDARY SCHOOL**. Sixteenth annual Summer High School, conducted at Oakland Technical High School. University preparation, makeup, and review; arts, commercial subjects, English, foreign languages, mathematics, music, physical education, social studies, and science. Application for pupil enrollment should be addressed to Robert E. Brownlee, 224 Building T-8, University of California, Berkeley 4. Classes open daily for observation and for supervised teaching. **243**

July 6 to July 17—**Twelfth Annual INSTITUTE OF PEACE OFFICERS' TRAINING**, a short and intensive course conducted by the University Extension; fee, \$15. Presented in co-operation with the Commission for Vocational Education of the State Department of Education. Designed to provide professional training in the specialized and technical aspects of law enforcement; to stimulate the development of new techniques and procedures in the police service; to furnish advanced training not otherwise provided; to further co-operation between law enforcement agencies; and to keep officers abreast of current practices and techniques. **244**

UNIVERSITY OF CALIFORNIA, DAVIS

Summer Session: July 13 to August 22, 1953

Fees: \$51 for 6 weeks

Special courses for candidates for the administrative credential and for advanced students in vocational education will be available, including a seminar on developments and trends in agricultural economics and new developments in soil science; also, a course in landscape management. The regular listing of summer session courses in Education will also be available. **245**

* Requests for application for admission to the Clinic for Stutterers should be addressed to Mrs. Mabel Farrington Gifford, 860 California St., San Francisco 8, California.

** Requests for applications for admission to these clinics and the Demonstration Class should be made to Mrs. Georgia Cooper, 1024 Atlantic Street, Concord, California.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

School of Education

405 Hilgard Avenue, Los Angeles 24

Eight-week Summer Session: June 29 to August 22, 1953

June 22 to July 3—WORKSHOP IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS (2 upper division units). Sponsored by Department of Physical Education in co-operation with University Extension, U. S. Office of Education, and State Department of Education. Purpose: to examine the characteristics of a desirable physical education program for the elementary school child. Fee, \$25. Campus living quarters can be arranged if requested. For further information address Charles Nagel, Department of Physical Education. **246**

June 29 to July 25 (first 4 weeks)—THE JUNIOR COLLEGE WORKSHOP (Ed. 179W, 4 units). Student personnel work in the junior college, utilizing staff and other resources of various department and colleges of the University and of junior colleges. Planned for junior college counselors and guidance workers, administrators, librarians, and teachers. Tuition, \$34 for those not otherwise enrolled in the Summer Session. M Tu W Th, 1-5 p.m. **247**

June 29 to July 25 (first 4 weeks)—PRACTICUM IN EARLY CHILDHOOD EDUCATION (Ed. 127P, 4 units). Education of children in kindergarten, first and second grades, through study groups, workshops, trips, discussion of parent-teacher-child relationships and observation of children in schools. Emphasis on experiences which stimulate learning and contribute to social living of children. For classroom teachers, principals, and supervisors. Admission in order of application. Enrollment limited. Tuition, \$34 for those not otherwise enrolled in the Summer Session. Daily, 9 to 4. **248**

June 29 to July 25 (first 4 weeks)—THE TEACHING OF DRIVER EDUCATION AND DRIVER TRAINING (Ed. 380, 2 units). Materials and equipment for classroom instruction and behind-the-wheel training; tests; objectives; liability and insurance; records and reports; problems of administration. Intended as partial fulfillment of credential requirement. M Tu W Th, 1-3 p.m. Marshall Crawshaw, instructor. **249**

June 29 to July 25 (first 4 weeks)—THE TEACHING OF PUBLIC SAFETY AND ACCIDENT PREVENTION (Ed. 381, 2 units). Methods of organizing safety work in elementary and junior high schools and curriculum phases related to safety and accident prevention. Problems and historical background of traffic safety; pedestrian safety; work of community agencies engaged in accident prevention. Intended as partial fulfillment of credential requirement. M Tu W Th, 3-5 p.m. **250**

June 29 to August 22 (8 weeks)—CURRICULUM PROBLEMS IN TECHNICAL EDUCATION (Ed. 168T, 2 units). Curriculum problems concerned with development of technical education programs in high schools and junior colleges. Admission only on consultation with instructor. Tu Th, 3-5 p.m. **251**

June 29 to August 22 (8 weeks)—SUPERVISION OF THE EXPERIENCE PROGRAM IN THE ELEMENTARY SCHOOL (Ed. 132, 4 units). For principals, general supervisors, supervisors of student-teachers, and classroom teachers interested in supervision. Study of the meaning and practices of the experience program through guided observations in the Demonstration School; actual practice in the use of supervisory techniques with group evaluation; practice in critical analysis of learning experiences; study of needs of teachers and student-teachers and the planning of ways and means of satisfying these. Prerequisite: Ed. 131A, or equivalent. Tu Th, 2-4 p.m. Observation in the Demonstration School, 9 and 10 daily. **252**

June 29 to August 22 (8 weeks)—*WORKSHOP IN THE ELEMENTARY CURRICULUM* (Ed. 139W, 2 to 4 units). For experienced teachers interested in curriculum problems with particular reference to the teaching of reading, language, spelling, writing, and arithmetic in modern elementary schools. M Tu W Th, lectures, 9; laboratory, 10-12. **253**

July 13 to August 8—*CONFERENCE ON SUPERVISION IN THE ELEMENTARY SCHOOL* (Ed. 132T, 4 units). To provide superintendents, principals, supervisors, directors of curricula, guidance workers, college teachers of education, and teachers looking forward to a career in educational administration, supervision, teacher education, or guidance with opportunity (1) to observe skilled teachers guiding children on all levels from nursery school through grade six; (2) to attend a series of conferences on supervisory practices, during which a supervisor will analyze, with the teacher, the activities observed by the group and will suggest improvements in procedure; and (3) to develop leadership techniques in group conferences on selected problems. The 1953 Conference will be divided into two parts: **254**

Part I, *Curriculum in Elementary School Science*, July 13 to 24. Consultants: Mrs. Afton Nance and Mrs. Ester Nelson, State Department of Education **255**

Part II, *Guidance in the Elementary School*, July 27 to August 7. Consultants: Mrs. Ruth Edmands, Donald Kitch, Bernard J. Lonsdale, and William McCreary, State Department of Education. **256**

Students may enroll in either or both parts. Enrollment limited to 125; admission to class in order of application. Tuition: \$34 for 4 weeks, or \$18 for either Part I or Part II, for those not otherwise enrolled in the eight-week Summer Session. Directed observation in the Demonstration School, daily, 9-11; analysis of supervisory problems, 11-12; study and discussion, 2-4:30.

August 16 to August 28, at Idyllwild, California—*Second Annual WESTERN TRAINING LABORATORY IN GROUP DEVELOPMENT*, under auspices of School of Education and University Extension, University of California, Los Angeles. Daily general sessions, dealing with theory and practical problems, will provide factual information on research aspects of group behavior as well as opportunity to experiment with varied techniques of procedure in both small and large groups. Open to any person who has a responsibility for working with groups in a consultant, training, research, or leadership capacity. Enrollment limited to 96. Application forms are available on request to the Department of Conferences, University of California Extension, Los Angeles 24. **257**

UNIVERSITY OF REDLANDS

Redlands, California

First Summer Session: June 22 to July 24, 1953

Second Summer Session: July 27 to August 28, 1953

Fees: \$15 per semester unit; registration, \$5

Vernon O. Tolle, *Director of Summer Sessions*

June 22 to July 10—*WORKSHOP IN RURAL EDUCATION* (Ed. 169, 2 or 3 units). A practical workshop concerned with the curriculum of the rural school as it meets the needs and interests of rural children and uses the rural environment. Visits to the Demonstration Elementary School, field trips, opportunities for use of many types of instructional materials, for planning and preparing curriculum units. Iris Marie Timson, in charge. **258**

June 22 to July 24—CLINICAL PROGRAM IN SPEECH CORRECTION. University students enrolled in either of two courses offered by Edward Ohanian during the First Summer Session (Speech 186, a 4-unit course in clinical speech, or Speech 197, a 2-unit course in counseling parents of speech deviates) will work directly with children attending the Speech Clinic. Parents who wish their children to have the benefits of the clinic should communicate promptly with William R. Parker, director of the clinic. Applications should be made not later than June 1. The clinic fee will be \$1.00 per visit for each child. **259**

June 22 to July 24—CURRICULA FOR EXCEPTIONAL CHILDREN. Ed. 194, Curriculum and Methods of Teaching Mentally Retarded Children (2 units); and Ed. 198, Curriculum and Methods of Teaching Gifted Children (2 units). Elsie Gibbs, instructor. **260**

June 22 to July 24—Eleventh Summer DEMONSTRATION ELEMENTARY SCHOOL, Franklin School building, East Colton Avenue, two blocks west of the University campus. Children in kindergarten and grades one through six will be in attendance from 9 to 12 daily. Enrollees in the first summer session who may want their own children to attend the school should send applications as early as possible to Vernon O. Tolle, Director of the School of Education and Director of the Summer Sessions. Various summer school courses will be correlated closely with the program in progress at the Demonstration School. Thus students may obtain credit toward degrees and credentials while availing themselves of a rich experience in observation. Those enrolled in Ed. 125, 136, or 140 may observe as much as they like without further payment of fees. Instructors in other courses may arrange for class visits. Others may observe by paying 50 cents per visit. **261**

June 22 to July 24—NARCOTIC EDUCATION (Ed. 146, 2 units). The nature of beverage alcohol and its physical, psychological, social, and economic effects on the human organism, as determined by latest scientific research. The addictive effects of marijuana and heroin. Newer teaching techniques, scientific and objective approach, up-to-date bibliography on the subject. Participation in preparation of a course of study, highlighted with appropriate films and demonstrations. Rulon A. Jones, instructor. **262**

June 22 to July 24—SUMMER CHORUS (no credit). Participation in Redlands Bowl Concerts, musical production of *A Midsummer Night's Dream*, and a Gilbert & Sullivan opera, under direction of Erwin E. Ruff. Continued in Second Summer Session. **263**

June 22 to July 24—WORKSHOP IN GENERAL SECONDARY EDUCATION (Ed. 187S, 2 or 4 units). Designed to meet specific state credential requirements in methods and to give teachers an opportunity to see various creative methods used by demonstration teachers. Observation of summer junior and senior high school classes in San Bernardino, in remedial reading, enriched programs, community studies, blocks of time, integration of mathematics, science, etc. Enrollment limited. Stanley L. Combs, in charge. **264**

June 29 to July 10—WORKSHOP ON CURRENT TRENDS IN EDUCATION (Ed. 243, 2 weeks, 2 units). A forum workshop, with daily addresses by ten educators followed by discussions by panels of students enrolled in the workshop. **265**

July 6 to July 24—WORKSHOP ON TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (Ed. 138, Workshop A, 2 or 3 units). To help the teacher carry out a science program

in the elementary school, covering both natural and physical science, offering suggestions for utilizing the many science materials brought into the classroom by the pupils and for incorporating science into the social studies unit. Instruction in the collection and care of living plants and animals, arrangement and display of materials collected by the children, making simple equipment, setting up experiments, demonstrating simple scientific facts. Repeated first three weeks of second summer session. Wallace T. Stoebe, in charge. **266**

July 15 and 16—SIXTH ANNUAL CONFERENCE OF ADMINISTRATORS, SUPERVISORS, AND SCHOOL BOARD MEMBERS. Sponsored annually by the University of Redlands in co-operation with Section 2 of the California Association of School Administrators. Current pressing problems of school administrators and board members will be presented and discussed, and a prominent speaker will be featured. All interested persons, including summer school students, are invited to attend. No registration fee. Lodging will be provided at a nominal fee for those who desire it. Frank E. Bishop, Associate Professor of Education, University of Redlands, will be in charge, and all inquiries concerning the conference should be addressed to him. **267**

July 27 to August 7—INTERCULTURAL EDUCATION WORKSHOP (Ed. 196, 2 units). The problems of a multicultural society; techniques and materials for development of insight into causes of intergroup tension; sociometric tests, reaction stories, role playing, and the use of literature to build understanding. Mrs. Afton Nance, State Department of Education, will be the instructor in charge. **268**

July 27 to August 7—SUMMER WRITING WORKSHOP (Eng. 103, 2 units). A two-week workshop to which students may bring plans for, or projects already begun in, writing of fiction, articles, poetry, etc., to be completed under competent supervision in an atmosphere conducive to creative work. To provide stimulation and a variety of background information in several kinds of writing. Daily schedule includes four hours for uninterrupted writing, one of lecture by staff members, two of clinic-workshop for discussion of manuscripts, and an evening period for talks by guest writers. Marketing information will be compiled. Rental typewriters available. **269**

July 27 to August 14—WORKSHOP ON TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (Ed. 138, Workshop B). **270**

July 27 to August 28—WORKSHOP IN AUDIO-VISUAL EDUCATION (Ed. 189, 2 units). Theory, demonstration, and practice, development of technical skill, correlation with classroom programs. Open only to classroom teachers or to those who will teach in 1953-54. Paul Jillson, instructor. **271**

June 29-August 28—SUMMER CHORUS, continued from First Summer Session. **272**

UNIVERSITY OF SAN FRANCISCO

2130 Fulton St., San Francisco 17

William J. Dunne, *Director of the Summer Session*

June 22 to August 1—DRIVER EDUCATION (2 units, \$18). Joseph Galvin, instructor. **273**

UNIVERSITY OF SOUTHERN CALIFORNIA

3518 University Avenue, Los Angeles 7

Six-week Summer Session: June 22 to July 31, 1953

Ten-week Summer Session: June 22 to August 28, 1953

Post-Session: August 3 to August 28, 1953

Fees: \$19 and \$20 per semester unit; reduced rates for teachers, ministers, and librarians in active service

John D. Cooke, *Director of Summer Session*

June 22 to July 31—CORRECTIVE READING LABORATORY (Ed El 535, 2 units). Observation and participation in the diagnosis of reading deficiencies and the teaching of corrective reading to children experiencing difficulties. Elementary and secondary fields. Prerequisite: Ed El 428 (Teaching of Reading) or teaching experience. Corequisite: Ed El 534 (Corrective Reading). **274**

June 22 to July 31—DEMONSTRATION SCHOOL: OBSERVATION OF NEWER PRACTICES IN ELEMENTARY SCHOOLS (Ed El 431, 2 units). Observation and evaluation of the program setting and the activity of pupils and teacher in a typical modern elementary school. **275**

June 22 to July 31—DRIVER EDUCATION AND DRIVER TRAINING (Ed PH 491, 2 units). Techniques of training by use of dual control automobiles; testing equipment; audio-visual materials and equipment; field trips and contact with Highway Patrol and police departments. T Th, 4:15 to 6:40 p.m. Scholarships available. **276**

June 22 to July 31—DRIVER EDUCATION WORKSHOP (Ed PH 493, 4 units). An advanced workshop designed to meet the needs of teachers of driver education. Motor vehicle law, juvenile delinquency and the automobile, law enforcement, sociological aspects of driving, advanced training techniques, student licensing procedures. Prerequisite: basic course or workshop in driver education. Scholarships available. **277**

June 22 to July 31—STATE AND LOCAL GOVERNMENT LABORATORY (PA408, 3 units). Study of actual functioning of state and local administrative agencies; visits to agencies; conferences with administrative officials. Repeated in post-session. **278**

June 22 to July 31—TELECOMMUNICATIONS WORKSHOP (Tel 490, 2 units). Radio in the school, with emphasis on the operation of a radio workshop; use of drama, writing, speech, history, and other subjects; programs for broadcasts, assemblies, PTA meetings. Actual practice in preparing radio programs. **279**

June 22 to July 31—WORKSHOP IN BUSINESS EDUCATION (Ed Bu 563, 2 units). Methods and materials in business education; emphasis on community resources, library techniques, testing, use of visual and auditory materials, motivation, teaching aids, and syllabus construction. Lectures, group activities, and individual reports. Prerequisite: Ed TT464ab. Staff includes Albert C. Fries, Professor of Secretarial Administration, U. S. C.; Wm. Blackler and Bernardine Bell, State Department of Education; George DaVall, Supervisor of Business Education, Los Angeles Public Schools; and representatives of publishers of business texts. **280**

June 22 to July 31—WORKSHOP IN EDUCATIONAL FILM PRODUCTION (Cinema 686ab, 4 units). Guidance in preparation of educational films; collaboration between educators and film makers in the production of an educational film. **281**

- June 22 to July 31—**WORKSHOP IN GUIDANCE** (Ed Gu645, 3 units). Problems in counseling and guidance. Group conferences, individual and group projects, laboratory and field experiences. Limited to 30 students; enrollment by formal application only. Prerequisites: basic guidance course, educational measurements, and counseling experience. **282**
- June 22 to July 31—**WORKSHOP IN HUMAN NUTRITION** (Biochem 402, 2 units). Application of fundamentals to problems of particular interest to the student, developing, for example, methods of nutrition education at various school levels. **283**
- June 22 to July 31—**EIGHTH WORKSHOP IN INTERCULTURAL EDUCATION** (Ed HP607, 6 units). Problems, objectives, materials, methods, and programs of interracial and intercultural education. Practice in arranging conditions to promote individual growth and group endeavor. Emphasis in 1953 on school-community relations. For selected school administrators, teachers, social and group workers, clergymen, and other community leaders. Applications may be filed with the School of Education. **284**
- June 22 to July 31—**WORKSHOP IN INTERNATIONAL AFFAIRS** (Ed Se565, 2 to 4 units). Techniques and methods in teaching contemporary world affairs on the secondary level. Problems of study organization, content, and procedures. Discussion leadership training, analysis of teaching aids now in use, creation of study units and audio-visual aids. Corequisite: International Relations 565. **285**
- June 22 to July 31—**WORKSHOPS IN TEACHING SCIENCE:**
Curriculum Workshop in Science for Elementary Teachers (El Ed 517, 3 units), featuring preparation of scientific materials for use in the classroom and organization of integrated science and social studies units. **286**
Workshop for Teachers of Science in High Schools and Junior Colleges (Ed Se 522, 3 units). Recent developments in the sciences and their implications for teaching in secondary schools; current problems in teaching science. Prerequisite: graduate standing or teaching experience. **287**
- June 29 to July 17—**SCHOOL LIBRARY WORKSHOP** (LS580, 3 units). A refresher course on the graduate level. Problems in school library organization and management; selection and use of materials; relation of library to the educational program of the school. Lectures, discussion, observation, demonstration. Prerequisite: degree in library science, or credential in librarianship. Daily, 9 to 12, for three weeks. **288**
- July 10, July 17, July 24—**CONFERENCES FOR SCHOOL ADMINISTRATORS**. Three Fridays, all day. Programs to be announced later. **289**
- August 3 to August 28—**STATE AND LOCAL GOVERNMENT LABORATORY** (PA408, 3 units). **290**
- August 3 to August 28—**WORKSHOP IN INDUSTRIAL ARTS TEACHING AIDS** (Ed IA 447, 2 units). Construction of effective devices to aid in the teaching of industrial arts, such as student management systems, roll-call and student responsibility devices, models, charts, and demonstration materials. Prerequisite: teaching experience. **291**
- IDYLLWILD SCHOOL OF MUSIC AND THE ARTS**—Courses of the workshop type offered at Idyllwild, California, in music, arts and crafts, dance, and drama yield undergraduate and graduate credit through the University of Southern California. The school also offers a program for high school students which includes chorus, orchestra, band, and a dance and light opera workshop. For further information about either program address Max T. Krone, Dean of the Institute of the Arts, University of Southern California, Los Angeles 7. **292**

INSTITUTE OF BUSINESS ECONOMICS. One or more sessions each summer for business executives. Analysis of social and economic problems, with informal discussions involving a team of six faculty members. For information and application forms, address Dean of the School of Commerce. **293**

WHITTIER COLLEGE

Whittier, California

First Summer Session: June 22 to July 31, 1953

Second Summer Session: August 3 to August 28, 1953

Tuition: \$13.50 per unit

Herald F. Spencer, *Dean and Director of the Summer Sessions*

June 22 to July 31—SPEECH AND HEARING CLINIC. Approximately 50 children and adults will be enrolled to receive clinical assistance in correction of speech and hearing defects. Advanced and beginning student-clinicians will have the opportunity to do actual corrective work under supervision. **294**

June 22 to July 31—WORKSHOPS IN SCHOOL ADMINISTRATION: **295**

June 22 to July 3—*Special School Programs and Auxiliary Agencies* (2 units). June Giddings, Supervisor of Special Education, Long Beach City Unified School District, instructor.

July 6 to July 17—*Public School Housing* (2 units). Virgil Volla, Director of Educational Housing, Los Angeles City Schools, instructor.

July 20 to July 31—*Adult and Vocational Education* (2 units). Carl Herbert Wennerberg, Superintendent of Whittier Union High School District, instructor.

June 27 to July 5—NINETEENTH INSTITUTE OF INTERNATIONAL RELATIONS, under the auspices of the American Friends Service Committee. Authorities from this country as well as from abroad will participate. **296**

August 3 to August 14—WORKSHOP IN ELEMENTARY SCHOOL MUSIC (2 units). Lorrain E. Watters, Director of Music Education in the Des Moines, Iowa, public schools, instructor. **297**

August 3 to August 28—SUMMER DEMONSTRATION NURSERY SCHOOL. Operated in Broadoaks School on Whittier campus. Veola M. Wrinkle, demonstration teacher, will teach courses in "School Orientation and Supervised Observation" and "Directed Teaching in Nursery School." **298**

August 17 to August 28—WORKSHOP IN THE ELEMENTARY SCHOOL CHILD (2 units). Howard A. Lane, Professor of Early Childhood and Elementary Education at New York University School of Education, instructor. **299**

YOSEMITE FIELD SCHOOL, NATIONAL PARK SERVICE

P. O. Box 545

Yosemite National Park, California

No tuition fee

June 28 to August 21, 1953—YOSEMITE FIELD SCHOOL, an 8-week workshop in interpretive methods for college graduates interested in teaching natural history in schools, camps, or parks. No tuition, no college credit. Participants will receive certificates of attendance. Personal costs for the period, approximately \$185. Write for detailed information. **300**

SUBJECT INDEX TO SUMMER SESSION FEATURES, 1953

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PROFESSIONAL LITERATURE

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- Alcohol Education in Vermont.* Supplementary Report No. 52-13, July 10, 1951 to June 30, 1952. Prepared by John J. Pasciutti, Supervisor of Alcohol Education. Montpelier, Vermont: Vermont State Department of Education, [1952]. Pp. 16.
- ANDERSON, IRVING H., and DEARBORN, WALTER F. *The Psychology of Teaching Reading.* New York 10: The Ronald Press Co. (15 E. 26th St.), 1952. Pp. x + 382. \$4.75.
- Annual Report for 1951-52, The Fund for the Advancement of Education.* Established by the Ford Foundation. New York 22: The Fund for the Advancement of Education (575 Madison Ave.), [1952].
- ARNY, CLARA BROWN. *The Effectiveness of the High School Program in Home Economics: A Report of a Five-Year Study of Twenty Minnesota Schools.* Minneapolis: University of Minnesota Press, 1952. Pp. xviii + 320. \$4.75.
- THE AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH. *The Adjustment of Youth: A Study of a Social Problem in the British, American, and Australian Communities.* Victoria, Australia: Melbourne University Press, 1951. Pp. viii + 264.
- AXT, RICHARD G. *The Federal Government and Financing Higher Education.* Published for the Commission on Financing Higher Education. New York 27: Columbia University Press (2960 Broadway), 1952. Pp. x + 296. \$4.
- BROWNELL, BAKER. *The College and the Community: A Critical Study of Higher Education.* New York 16: Harper & Bros. (49 E. 33rd St.), 1952. Pp. viii + 248. \$3.50.
- BRUNBAUGH, A. J., and BERDIE, RALPH F. *Student Personnel Programs in Transition.* American Council on Education Studies, Series 6: Student Personnel Work, No. 16. Washington 6: Committee on Student Personnel Work, American Council on Education (1785 Massachusetts Ave.), 1952. Pp. 44. Paper, \$0.50.
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